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ABSTRACT

The Project OMNI curriculum is intended to help students develop necessary prerequisite skills for independent travel. The teacher's guidebook provides an overview of the OMNI curriculum components (individual student inventories, individual student profiles, and curriculum modules); discusses the relation of the module areas to the mobility process; outlines skill development, as presented in the basic skills guidebook; provides background for the OMNI activities; discusses the role of the classroom teacher; and suggests administration procedures. The basic skills guidebook details skills and concepts in five areas: sensory development, motor development, concept development, communication, and spatial concepts. Each of the topic areas is introduced and discussed in terms of functional implementation. The bulk of the document consists of project activity cards focusing on indoor and outdoor mobility and transportation concepts. Appendices include: a listing of materials and resources available to teach, supplement, or reinforce the specific skill areas identified by Project OMNI, listed alphabetically by publisher or author; a description of special considerations, arranged by exceptionality; an outline of suggested modifications of OMNI activities; a glossary; sample project forms; and mobility suggestions and considerations for parents. (CL)

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Project OMNI

Orientation & Mobility for Needed Independence

A Pre-requisite Orientation & Mobility Skills Development Curriculum

by

Ben H. Williams

Harold E. Hoff, Jr.

Susan M. Millaway

Margaret M. Cassidy

Montgomery County Intermediate Unit No. 23
1605-B West Main Street
Norristown, Pennsylvania 19403

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For further information about Project OMNI, contact:

Ben H. Williams

Montgomery County Intermediate Unit No. 23
1605-B West Main Street
Norristown, PA 19403

The Project OMNI staff:

Ben H. Williams, M.Ed.

Project Director
Supervisor, Programs for the Visually Impaired

Harold E. Hoff, Jr., M.A.

Assistant Project Director
Orientation & Mobility Specialist

Susan M. Millaway

Teacher/Developer

Margaret M. Cassidy

Orientation & Mobility Specialist/Developer

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Project OMNI

TEACHER'S GUIDEBOOK

6/30/82

TABLE OF CONTENTS

I INTRODUCTION 1

II BACKGROUND 3

III LOCAL EFFORTS 5

IV IMPLICATIONS 7

V PURPOSE 9

VI OVERVIEW OF THE OMNI CURRICULUM COMPONENTS 10

  A. Teacher's Guidebook 10

  B. Individual Student Inventory (ISI) 10

  C. Individual Student Profile (ISP) 12

  D. Curriculum Modules 12

    1. Basic Skills Guide 12

    2. OMNI Activities 13

VII RELATION OF THE CURRICULUM MODULES TO THE MOBILITY PROCESS 16

  A. Basic Skills Guide 16

    1. Sensory Development Skills 16

    2. Motor Development Skills 17

    3. Concept Development Skills 18

    4. Communication Skills 18

    5. Spatial Concepts Skills 19

  B. OMNI Activities Section 19

    1. Introduction to Mobility 19

    2. Indoor Mobility 20

    3. Outdoor Mobility 20

    4. Transportation Concepts 21

VIII ROLE OF THE CLASSROOM TEACHER 22
  A. Data Collection 22
  B. Attitude 22
IX ADMINISTRATION PROCEDURES 25
  A. Implementation 28
  B. Summary 29
X CONCLUSION 31

1

Chapter I

INTRODUCTION

One of the most critical, yet overlooked areas of independent living is the ability of an individual to travel safely and efficiently in the environment in which he or she is expected to function. The current national emphasis toward integrating handicapped persons into the mainstream has only served to magnify this need in our special education programs. Educators are becoming cognizant of the needs created by the limitations of exceptional children, however, there remains a tendency to simply disregard these needs for one or both of two reasons: first, many of these students are thought of as being capable of somehow teaching themselves how to travel; that these skills will naturally grow and develop as the individual grows and develops. Second, if this does not occur, another approach is taken: that these individuals are not capable of independent travel. Efforts are then made to provide them with private transportation and/or constant companionship when traveling. Consequently, many of the skills that are needed for independent travel go undeveloped. The exposure to new environments, the opportunity for the individual to think and solve problems independently, and the critical social interactions are then eliminated, thus leaving a tremendous gap in the student's total development.

As a result, many students that have acquired sufficient skills for obtaining employment have not acquired sufficient mobility skills to travel to and from their place of employment independently, therefore maintaining that employment becomes difficult, if not impossible.

It then becomes apparent that making policies, structuring the environment, and developing adaptive equipment is not enough. Appropriate learning experiences must be provided so that the entire process of independent travel as it affects the individual is considered.

This process cannot start at age 20. It must begin in the home and at the early stages of the education process.

It is to this end that the OMNI Pre-Requisite Skills Curriculum (to be referred to as the OMNI Curriculum) has been developed. It will enable teachers to develop the necessary pre-requisite skills and concepts related to independent travel in a structured, functional manner.

At this point, it should be made clear that this Curriculum is not intended to be a "do-it-yourself" orientation and mobility kit. Direct instruction of independent travel skills is the role of the mobility specialist. However, a student can only benefit from mobility training if appropriate foundations have been laid. If the child has not had those critical first-hand experiences with the environment that are necessary to develop realistic and functional concepts of the environment, the mobility specialist invariably wastes valuable lesson time trying to "make up" for the resulting pre-requisite deficits. Thus, the classroom teacher becomes instrumental in developing those skills which are pre-requisite to independent travel, as well as laying the foundation for a healthy attitude toward independence in the controlled, familiar environment of the classroom and school itself.

Chapter II

BACKGROUND

The discipline which teaches independent travel skills to blind and partially sighted individuals is known as orientation and mobility training. This instruction is designed to enable the individual to travel safely, efficiently, and with purpose. It consists of two major areas:

1. Orientation

   This is the developmental process of understanding the environment and the relationship of the traveler to it through sensory awareness, concept development, and spatial relationships.

2. Mobility

   Mobility can be defined simply as the capability, facility, and capacity to move safely and efficiently within one's environment.

This field originated during World War II at the Valley Forge Army Hospital with efforts to rehabilitate blinded war veterans. The success and growth of this field from a rehabilitation setting to its present day services to visually impaired children in the public schools has been well documented.

It is this model which provides the foundation for mobility services and programs to children of other exceptionality groups. It forms the basis for the OMNI Curriculum.

Some of the early programs teaching independent travel skills to individuals with handicaps other than blindness began in the early 1960s. These programs were referred to as "travel training" programs. Most took place in rehabilitation settings and involved adult trainable mentally retarded populations. However, most agencies did not feel that mentally retarded individuals were capable of traveling with any degree of independence, and therefore, they did not provide the service. This led the President's Committee for the Mentally Retarded in 1972 to state that programs to teach travel skills to the mentally retarded were generally insufficient.

In 1974, the Pittsburgh Public Schools adapted the mobility model for blindness to attempt to meet the needs of the program serving the mentally retarded which existed there. It was the first program to involve students and made an attempt to provide some consultation to the classroom teacher. The program emphasis, however, was focused mainly upon route travel and use of the Pittsburgh public transportation system. The program provided its students with an opportunity to be responsible for themselves, as well as allowing them to have normal societal contacts. In addition, it provided its students with a skill that had a direct utility for the future. The program ultimately proved that those students who possessed the adequate prerequisite skills for independent travel were capable of traveling independently using the Pittsburgh Public Transit System. The success of this program led to additional efforts in this area.

Chapter III

LOCAL EFFORTS

In 1979, Montgomery County Intermediate Unit began providing direct mobility instruction to students of various exceptionalities and age levels. All students qualifying under the funding source were eligible for mobility services. Students participating in the program were from the educable mentally retarded, trainable mentally retarded, severely profoundly mentally retarded, and physically handicapped areas of exceptionality. Montgomery County Intermediate Unit's program utilized the blindness model of its Vision Program, which has been providing mobility services to its visually impaired population since 1971. The program also provided an extensive classroom teacher consultation program.

One resounding similarity in results discovered in this program was that many students in the classes to which service was provided simply did not have the academic skills and conceptual formations needed for independent travel. The Montgomery County Intermediate Unit program found that in many cases, despite students possessing average and above-aberage pre-requisite skills, years of sheltering and lack of exposure to the outside environment made functioning in that environment much too complex and frightening a task.

It became all too clear that over-protection or a general lack of understanding resulted in a deficiency of the same learning experiences through which normal children learn travel skills.

Often, children were not allowed to demonstrate independence because of fear of physical harm, ridicule, or of simply getting lost. It became apparent that many fundamental skills and experiences necessary for independent travel could be developed in the home and classroom.

It was determined that when parents and teachers were unaware of the sequence of specific skills as they directly relate to independent travel or of which skills specifically to reinforce, the fundamentals for independent travel went undeveloped.

Learning to travel independently is largely dependent upon using a variety of pre-requisite skills and concepts. Many students display difficulty performing these pre-requisite skills in the real environment because mastery of these skills had previously only taken place in isolation. However, when the students can master these pre-requisite skills through a structured, developmental learning program which is correlated with other curricular activities, the student becomes exposed to the whole of independent travel as opposed to just the sum of its parts.

Chapter IV

IMPLICATIONS

The results of our local efforts brought clearly into focus one important fact: upon graduating from a special education program, many exceptional students simply cannot travel independently. Therefore, they are limited in job opportunities as well as social experiences and pleasures. The President's Committee on Mental Retardation concluded that upon graduation from special education programs, 94 percent of mentally retarded students live at home and 60 percent never go out socially or with friends.

Recent research has indicated that students possessing the necessary pre-requisite skills and experiences can learn to travel independently when provided appropriate instruction from a mobility specialist. Our local efforts supported these findings.

Independent travel comes in various degrees and forms, as do the abilities and capabilities of those who seek to learn it. Mobility is the key to independent living. We must begin to develop those necessary pre-requisite skills gradually and sequentially, early enough in the education process so that by the time direct instruction in more complex environments becomes necessary, the student will have the skills and confidence necessary to do so. The OMNI Curriculum will provide a means to accomplish this task.

Direct mobility instruction in the real environment can only be done by a trained mobility specialist. However, the making of an independent traveler begins long before the mobility instructor ever meets the student. It begins with dedicated parents and teachers concerned enough to become involved in the process.

Chapter V

PURPOSE

The purpose of the OMNI Curriculum is to provide an early intervention model for teaching the pre-requisite skills and concepts deemed necessary for independent travel. Utilizing this Curriculum, the classroom teacher can provide developmental, sequential lessons and experiences which can be interfaced with regular special education cirricular activities.

The Curriculum will also provide access to appropriate materials in an effort to supplement and enhance mobility-related activities. These materials will aid in developing those pre-requisite skills and concepts in a more structured and functional manner. Use of this Curriculum will provide the individual student with the skills and confidence to more readily benefit from direct instruction from a mobility specialist.

Chapter VI

OVERVIEW OF THE COMPONENTS

The OMNI Curriculum consists of five major components. They include the Teacher's Guidebook, the Individual Student Inventories, the Individual Student Profiles, the Basic Skills Guide, and the OMNI Activities. The OMNI Activities allow the teacher to provide direct instruction in the following areas: Introduction to Mobility, Indoor Mobility, Outdoor Mobility, and Transportation Concepts.

The Curriculum will also provide Teacher Data Collection forms so that the teacher input can be documented in an effort to improve the quality of the Curriculum.

A. Teacher's Guidebook

The purpose of the Guidebook is to provide teachers with a background in mobility in an effort to help them understand and appreciate its need in the early stages of their students' development. Also, it will provide them with essential information needed to appropriately implement and utilize the Curriculum.

B. Individual Student Inventory

Prior to implementing any portion of the Curriculum, the teacher should administer an Individual Student Inventory (ISI). Specific directions for using an ISI are included on the ISI itself and in the Administration Procedures section of this Guidebook. The ISI is not an assessment, but rather, an instrument designed to give a basic indication of a student's present acquisition of pre-requisite mobility skills and concepts. There is an ISI for the Basic Skills component of the Curriculum (see *Figure 1*), as well as one for each of the Indoor Mobility, Outdoor Mobility, and Transportation Concepts Modules. There is no ISI for the Introduction to Mobility Module. It is suggested that all students be exposed to the nineteen activities in the Introduction Module prior to beginning the Indoor Mobility Module.

The teacher is to respond to each item on the ISI by circling "yes", "no", or "?", depending upon the teacher's immediate knowledge of the student's abilities. If the ISI is approached in this manner, it should not take more than fifteen minutes to complete.

ISI

Basic Skills

27. Can balance on one foot for 10 seconds. Yes No ?

28. Can bend at waist from side to side. Yes No ?

29. Can bend at waist forward and backward. Yes No ?

30. Can walk a distance of 20 feet with head erect, shoulders squiare, without shuffling feet. Yes No ?

31. Can walk a distance of 50 feet without losing balance to degree where bumping objects or falling is eminent. Yes No ?

32. Can walk a distance of 50 feet without making annoying sounds or noises. Yes No ?

33. Can move around obstacles without losing line of travel. Yes No ?

Figure 1

C. Individual Student Profile

When the teacher has completed the Individual Student Inventory, he or she will log the results on the Individual Student Profile (ISP). An ISP (see *Figure 2*) will be completed for each student. The ISP will indicate the module in which skills have been mastered and those areas in which there is a weakness or probable lack of skill or knowledge. The ISP will guide the teacher in the selection of deficit areas that need remediation. The students' progress can also be monitored as the students move from one skill area to the next.

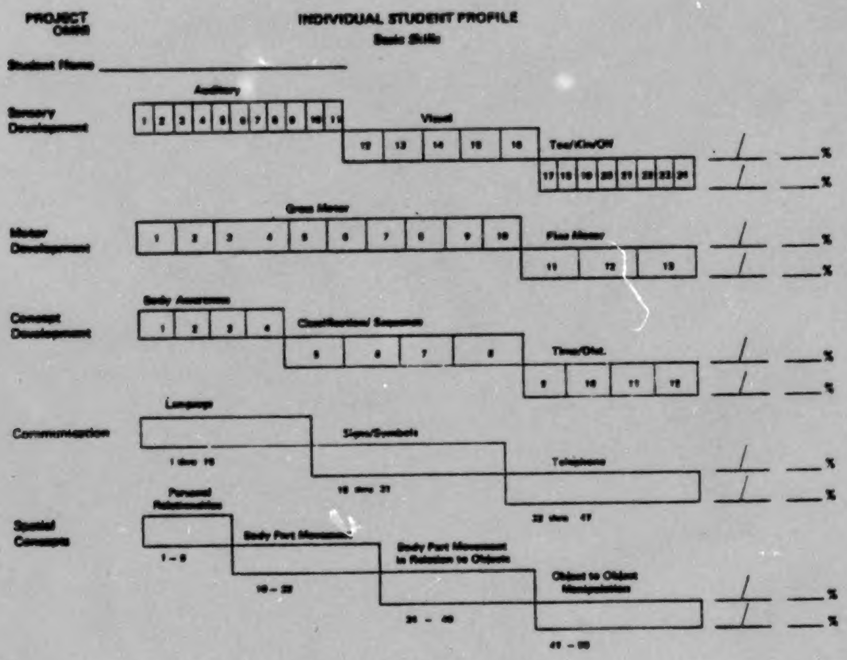

PROJECT OMNI
INDIVIDUAL STUDENT PROFILE
Basic Skills
Student Name
Sensory Development
Auditory
Visual
Tac/Kin/Olf
Motor Development
Gross Motor
Fine Motor
Concept Development
Body Awareness
Classification/ Sequence
Time/Dist.
Communication
Language
Signs/Symbols
Telephone
Spatial Concepts
Personal Relationships
Body Part Movement
Body Part Movement in Relation to Objects
Object to Object Manipulation

Figure 2

D. Curriculum Modules

The OMNI Curriculum Modules have been separated into two sections: the Basic Skills section and the OMNI Activities.

1. The Basic Skills section is composed of five areas: Sensory Awareness, Motor Development, Concept Development, Communication, and

Spatial Concepts. Each of the areas in this section is considered to contain skills and concepts which are pre-requisite to independent travel. These are skills which are necessary to master the OMNI Activities. They are also considered skills which should be, and most likely are, a part of existing special education curriculums. Our experience has demonstrated that some of these basic skills and concepts are neglected for one reason or another or are taught in isolation; that is, a functional approach has not been taken when evaluating a student's ability to perform the skills contained within these areas. For instance, many basic skills such as language and money skills, which the student can perform in the presence of people with whom he or she is familiar or in a non-threatening environment such as the classroom, often break down when the student must interact with strangers or uniformed personnel. For this reason, the Basis Skills Guide provides the teacher with an explanation as to how the specific area relates to the total mobility process, as well as purposes and mobility concerns for each sub-skill area. The teacher is then given examples of how these areas can be interfaced with regular classroom activities under the section entitled Functional Implementation. This section also suggests specific materials to be used when implementing specific activities.

2. The OMNI Activities is the direct travel component of the Curriculum. It is comprised of four modules: Introduction to Mobility, Indoor Mobility, Outdoor Mobility, and Transportation Concepts.

The Introduction to Mobility Module is designed to develop a positive attitude toward independent travel. It provides students with an understanding of what mobility is, why people travel, and what makes an independent traveler.

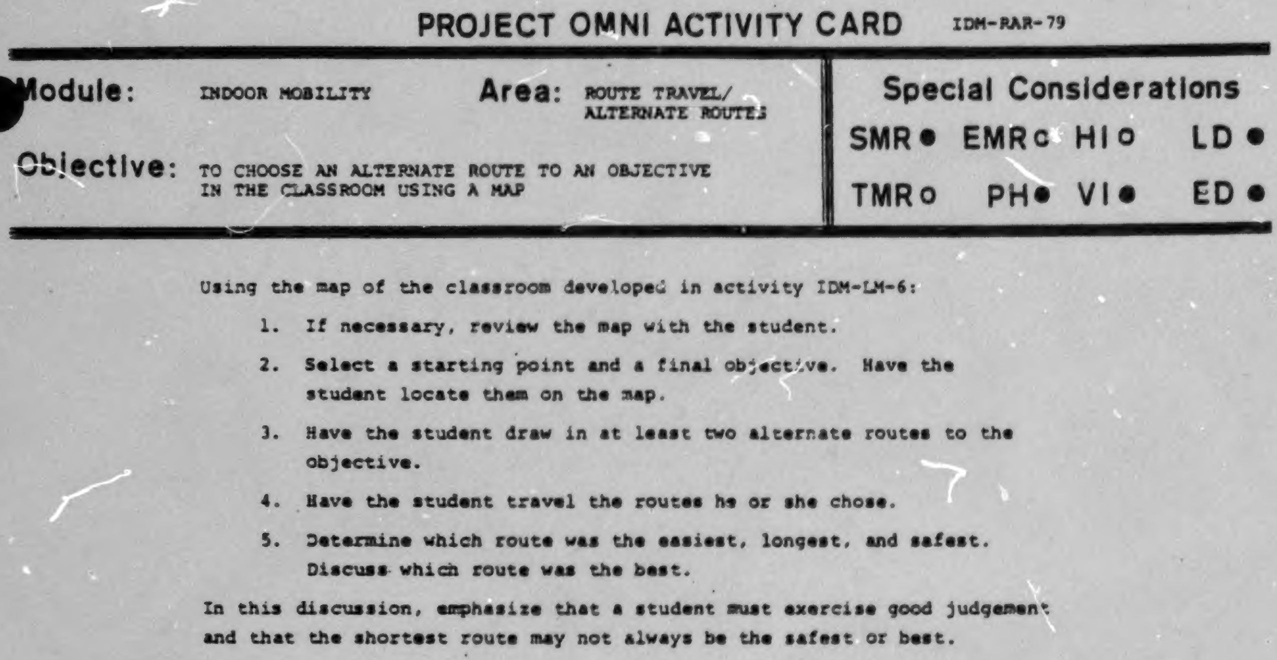
The Indoor Mobility Module allows the teacher to provide the student with direct travel experiences using a familiar, controlled indoor environment. At the same time, the students will be building confidence to initiate their own movement and make decisions associated with traveling independently.

It must be understood that the remaining modules, Outdoor Mobility and Transportation Concepts, do not lend themselves as easily to direct travel experiences as does the Indoor Mobility Module, since they must occur outside the school environment. The teacher is encouraged to supplement the Curriculum activities with any he or she feels appropriate to make them as functional as possible.

The Activity Card (see *Figure* 3) lists the module, objective, and specific areas of skill development at the top of the Card, along with the Card Index, which is located on the upper right-hand corner of the Card. The Card Index gives the intial letter of the module and the numerical sequence of the specific activity. This should allow easy access to the Card, as well as convenient replacement of the Card if it is removed from its binder.

Located to the right of the module/objective area is the Special Considerations section. Eight exceptionalities are located here by their intial abbreviations (EMR, TMR, et cetera). Adjacent to the abbreviations is a circle which will be "shaded" when the teacher may have to modify an activity to meet the needs of a specific group. This may require adapting the methods and materials for a given activity or eliminating the activity completely.

During the field testing of the OMNI Curriculum, twenty-five special education teachers were asked to review the OMNI Activities and list special considerations necessary to teach that activity to their students. A summary of their responses can be found in Appendix B. Also included for your use in Appendix C is a listing by activity of suggested modifications to individual activities by exceptionality.



PROJECT OMNI ACTIVITY CARD

IDM-RAR-79

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ ALTERNATE ROUTES **Objective:** TO CHOOSE AN ALTERNATE ROUTE TO AN OBJECTIVE IN THE CLASSROOM USING A MAP	**Special Considerations** SMR ● EMR ○ HI ○ LD ● TMR ○ PH ● VI ● ED ●

Using the map of the classroom developed in activity IDM-LM-6:

1. If necessary, review the map with the student.
2. Select a starting point and a final objective. Have the student locate them on the map.
3. Have the student draw in at least two alternate routes to the objective.
4. Have the student travel the routes he or she chose.
5. Determine which route was the easiest, longest, and safest. Discuss which route was the best.

In this discussion, emphasize that a student must exercise good judgement and that the shortest route may not always be the safest or best.

Figure 3

Be aware that these are suggestions made by individuals. All activities have been written from a generic base so that the teacher using the Curriculum can modify the activity to meet the needs of his or her students. Use your special training and skills to help you modify the activities so that they can best be used in your class.

Chapter VII

RELATION OF THE MODULE AREAS TO THE MOBILITY PROCESS

A. Basic Skills Guide

1. Sensory Development Skills

The success any individual has attempting to become an independent traveler will be highly dependent upon the individual's ability to accurately perceive his environment. If an individual has a sight loss, it becomes critical to develop the remaining senses so adequate interpretation of the environment can continue. If the individual has a cognitive deficit, it also becomes essential that the channels for perceiving information about the environment are sufficiently developed and methods provided to instruct the student as to what the incoming information means and how it applies to the mobility process. Future concept development will rely heavily upon the initial impressions the child receives from environmental stimuli.

The student must be able to place his environment in proper perspective in an effort to become completely familiar with his surroundings and gain knowledge about the environment in which he must live and function.

Efficient use of the senses will enable the individual to make use of environmental sounds, tactual and visual clues, landmarks, and appropriately utilize olfactory clues to maintain orientation.

Eventually, the ability to discriminate between an idling and approaching car, perceive a sidewalk decline, and detect changes in texture beneath the student's feet will culminate in allowing him or her to travel safely, efficiently, and with purpose.

The teacher is encouraged to expand upon any of the suggestions, materials, references, and activiries for the Sensory Development area (and all other areas) in an effort to make all of the instruction involved as functional as possible within the classroom setting.

2. Motor Development Skills

One begins to learn about the environment by moving through it. Movement is the first process through which children begin to learn about themselves and their environment.

Through movement, children begin to explore, leading to discovery and understanding of the environment and their direct relationship to it.

When children learn to control their movements, they begin to control their environments; that is, their movements begin to have purpose, and purposeful movement leads to self-directed activities, which allow the child to collect information about the environment.

Therefore, the ability to purposefully direct one's movement through the environment is an essential pre-requisite to independent travel. Appropriate and functional motor development activities are needed to help develop this skill. These activities will provide the student with an increased awareness of his own body, how it functions, and the ability and confidence to use it to move independently within his own environment.

At this point, we should talk about the mobility problems associated with the student's posture and gait. This area is ofter overlooked for one reason or another when considerations are made pertaining to the student's ability to travel independently. However, many handicaps, either congenital or adventitious, result in posture and gait problems. In some cases, the individual's posture and gait may be shaped by those around him. Poor posture and gait can make movement through the environment hazardous or at least insufficient or uncomfortable. Many people refuse to travel in public if they feel their impairment will draw extra attention to them. Often the reaction of the passer-by is a less than positive one. Correction in posture and gait should begin early in life if independent travel is to be accomplished more easily later.

3. Concept Development Skills

For the purposes of this Curriculum, the development of basic concepts refers to the initial impressions a child receives of his environment through utilization of his senses. A child builds concepts from the direct sensory information to which he or she responds.

Normal children may tend to develop and verify many concepts informally. However, a child with a cognitive or sensory impairment may need a presentation of certain concepts which is more structured, to insure a more accurate development of these concepts.

The development of these concepts becomes meaningful when the student is provided the opportunity to relate them directly to his environment, that is, his home, school, and community. The more concrete the learning situation, the more functional the concept becomes. The making of a good independent traveler will greatly rely upon the individual's ability to functionally interact with his environment - to functionally use those early concept formations.

4. Communication Skills

An essential ingredient to traveling safely and efficiently is the ability to interact and communicate effectively with the public. The areas of receptive and expressive language, symbol recognition, telephone usage, and dealing with directions fall into this module. Rarely do they specifically address the functional travel needs of the student. The classroom teacher should make an effort to channel communication skills toward the total mobility process.

5. Spatial Relationship Skills

After the child has developed basic movement skills and body concepts, he or she must be able to identify the position of his body in relation to that of his spatial environment. He must begin to understand the course of movement which he must follow to navigate from his immediate position to his desired destination. Development of these skills are critical to maintaining adequate orientation during movement.

The perception of positional and spatial relationships involves the organization of objects or points in space. Initially, they begin as they relate to one's own body, then continue, as they relate to each other. As we move, we constantly are making spatial judgement - so automatically that we are usually unaware of them. When we correctly perceive spatial relationships, we are capable of walking through a doorway without bumping into the frame, we can reach to grasp a glass of milk and bring it to the mouth without spilling it, or we can even park a car.

A child begins spatially as the center of his or her world. This becomes the central position from which the child perceives objects as being above, below, in front of, or behind his or her own body. It is during this gradual process of development that the child will learn to extend these terms and concepts to objects in space as they relate not to himself but to each other.

B. OMNI Activities Section

1. Introduction to Mobility

Learning to travel independently can be a very frightening experience for any student, especially those who may have been overprotected by parents, relatives, or friends. For most of their lives, these students have heard such things as, "Never go anywhere alone!" or "If you go to the playground, the kids will make fun of you!" Many handicapped youngsters hear very little in the way of positive comments pertaining to independent travel or their ability to achieve it. In some cases, the child rarely goes anywhere alone; and the only method of transportation ever experienced is the family car or a school bus.

The purpose of this module is to expose the students to the idea that traveling independently is good, that there are various means by which people can travel, and the student can learn to use some or all of these methods of travel. This module tries to develop a positive attitude toward independent travel, build a purpose into the activities in the following modules, and allow the students to begin to think of themselves as active travelers and not passive passengers.

2. Indoor Mobility

This module allows the teacher to provide instructional activities directly related to travel experiences in familiar controlled environments. It is here that a synthesis of the sensory, movement, and conceptual skills will take place. This synthesis is necessary if the individual is to understand his environment and travel safely and efficiently within it.

Within this module, the student learns simple route travel and utilization of landmarks and clues for the functional development of orientation skills. The student will learn to reverse routes and eventually plan alternate routes. Activities within this module area will allow the student to intiate his own purposeful movement indendently within a familiar controlled indoor environment.

The opportunity to build confidence and develop responsibility at this point is enormous. The process is a gradual one so that any fears or anxieties that may exist may be overcome.

3. Outdoor Mobility

The components of this module area are essential to one's success as an independent traveler in an outdoor environment. The need for the student to form valid, functional concepts about the outdoor environment cannot be expressed too strongly. During the operation of Montgomery County Intermediate Unit's Project ARC Mobility Compenent, it was found that the one major factor which inhibited the student's ability to travel independently was a lack of concepts and knowledge pertaining to the outdoor environment. Poor concept formations pertaining to streets, blocks, intersections, curbs, corners, traffic signals, et cetera, created difficulties with even the most elementary tasks of independent travel in this environment.

This module should prove the most challenging for the classroom teacher. While some concept formation and skill acquisition can be taught in simulated and protected environments, it may not be sufficient for the development of many outdoor environmental skills and concepts.

Mobility specialists have determined that many exceptional students, especially those with cognitive impairments, need realistic and concrete experiences in order to ensure proper development. The classroom teacher may want to consider viable methods by which he or she can expand the community experiences of the students to achieve this end.

4. Transportation Concepts

If the student is ever going to be capable of traveling any considerable distance, he will have to be able to use public transportation. Students should be exposed as early as possible to the various modes of public transportation so that adequate concepts can be formed, as well as learning appropriate behaviors required in utilizing them. In this way, as the needed money, time, verbalization, and other related skills are developed, the first travel related experience with a train or bus will not be one of extreme fright or anxiety.

It is in this module where related skills can be associated with public transportation in a manner which is not threatening, and a feeling of enjoyment and confidence can be readily attained.

Chapter VIII

ROLE OF THE CLASSROOM TEACHER

The role of the classroom teacher pertaining to implementing the OMNI Curriculum is an extremely important one. Only the teachers themselves can determine the best way to implement the Curriculum. They will be the main source of any information which would lead to a refinement of the Curriculum.

A. Data Collection

With the above in mind, we encourage teachers to utilize the OMNI Teacher Data Collection Form (see *Figure 4*), included with the Curriculum. Use of this form will ensure uniformity and should not require more than a few minutes of the teacher's time.

OMNI TEACHER DATA COLLECTION FORM

Activity #	Date Taught	Lesson Length	Group or Individual	Adapted	Comments
SD 1	1/6/82	20 min.	G	X	need materials

Figure 4

B. Attitude

The success of any curriculum will be highly dependent upon the attitude of the individual teacher toward it. This Curriculum is not designed to solve or remediate the travel deficits of our handicapped students which have resulted from years of depravation and overprotection. It is, however, designed to positively shape a youngster's attitude toward independent travel, provide the structure for basic experiences involving independent travel, and expose the student to critical skills and concepts presently overlooked in special education programs.

However, the Curriculum only provides the teacher with the background knowledge and structure to proceed with implementation. The creativity and genuine concern for the mobility needs of the student must, as always, be generated by the individual teacher.

A great deal of effort has been put forth to isolate the pre-requisite skills necessary for independent travel. Although many classroom teachers may feel they are presently teaching these skills, we are suggesting that teachers take the time to look at how these skills are being taught and how they relate to the total needs of the individual and the process of independent travel. Once this is accomplished, curriculum modifications and a more functional approach as to related experiences for these students can be taken. For example, the number of community experiences can be expanded for a given class. Instead of using a school bus for transporting the students, public transportation could be used. In this way, more realistic societal contacts can be provided as well as a more functional use of pre-requisite skills.

In addition, a closer look should be taken at the opportunities provided for students to solve problems, make decisions, as well as opportunities to initiate their own movement within their immediate surroundings, to include their classrooms, school buildings, and neighborhood.

If we are going to significantly improve the travel abilities of our exceptional students, we must start at the beginning. We must begin as early as possible in the developmental process of our children.

We must begin with classroom teachers aware enough to perceive the importance of independent mobility and dedicated enough to reexamine themselves, their expectations for their students, and flexible enough to adapt their daily routines to meet the challenge.

Chapter IX

ADMINISTRATION PROCEDURES

The purpose of this chapter is to provide a guide that a teacher may follow to implement the OMNI Curriculum. It should be emphasized that these are only suggestions; the teacher should modify them as he or she sees fit in order to suit the needs of the individual children and the particular classroom setting. The major section within this chapter includes placement of children in the sequence of basic skills, implementation of the modules, and the monitoring of progress.

This section will aid the teacher in determining which modules to begin using with each child and which activities to utilize within each module.

The Curriculum is divided into two major components: the Basic Skills Guide and the OMNI Activities Modules.

The success a student has when attempting an OMNI Activity may be dependent upon his acquisition of any number of specific skills and concepts included in the Basic Skills section. The relationship of these skills and concepts to the mobility process is explained in Chapter VII. Therefore, the teacher should administer the Individual Student Inventory for the Basic Skills section first and then proceed to log the student's performance on the Individual Student Profile according to the directions found on the ISP. Once this has been completed, the teacher should administer the ISI for the Indoor, Outdoor, and Transportation Concepts modules and log these results on the ISP.

When both Inventories have been administered and the results logged on the Profile, the teacher can begin to determine where to place the student for implementation of activities.

The ISP for the Basic Skills sections is divided into the five areas: Sensory Development, Motor Development, Concept Development, Communication, and Spatial Concepts. Each of these areas then are divided into sub-skill areas, i.e., Sensory Development is divided into the sub-skill areas of auditory, visual, tactual, kinesthetic, and olfactory.

On the ISP, the areas are presented in the form of a bar graph for recording purposes (see Figue 5). There is a numerical section on the graph for each item on the Inventory, i.e., the Sensory Development graph is numbered from 1 to 24 to correspond with the 24 items on the Inventory for this area.

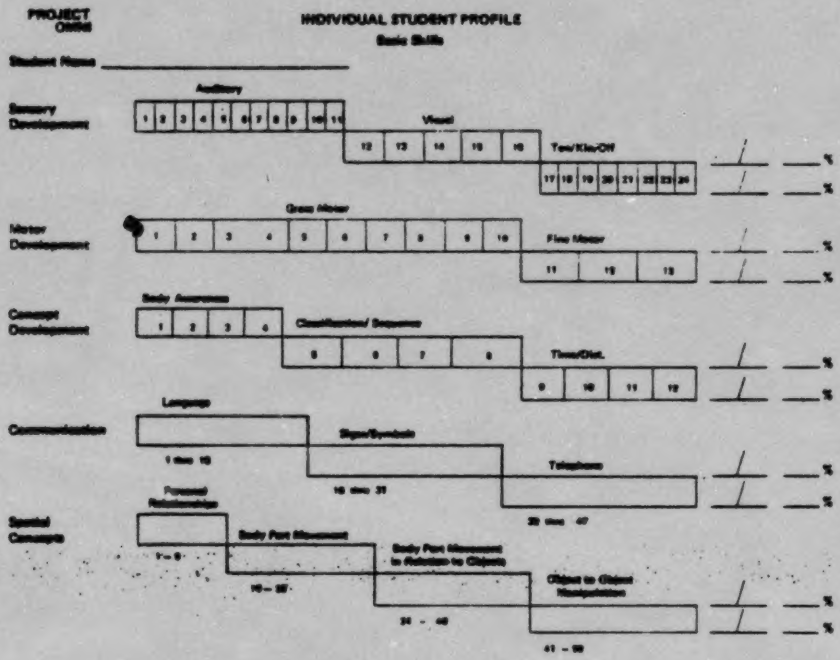

PROJECT
INDIVIDUAL STUDENT PROFILE
Basic Skills
Student Name
Sensory Development
Auditory
1 2 3 4 5 6 7 8 9 10 11
Visual
12 13 14 15 16
Tac/Kin/Olf
17 18 19 20 21 22 23 24
Motor Development
Gross Motor
1 2 3 4 5 6 7 8 9 10
Fine Motor
11 12 13
Concept Development
Body Awareness
1 2 3 4
Classification/ Sequence
5 6 7 8
Time/Dist.
9 10 11 12
Communication
Language
1 thru 15
Signs/Symbols
16 thru 31
Telephone
32 thru 47
Spatial Concepts
Personal Relationships
1 – 9
Body Part Movement
10 – 23
Body Part Movement in Relation to Objects
24 – 40
Object to Object Manipulation
41 – 50
%
%
%
%
%
%
%
%
%
%

Figure 5

By following the directions for recording data on the ISP, deficit areas will be indicated by all unshaded areas.

If the Profile indicates deficits on items 15 through 24 of the Summary Development Section, the student may have achieved 59 percent of the identified skills in the section. If a particular student has a gap in the middle of a sub-skill area, such as item 5 and 6 in the gross motor section, the teacher should then begin with activities which would cover those items in the sub-skill area which immediately precede those skills and concepts that have been missed.

To determine exactly what to teach after identifying the deficit areas, the teacher should refer to that section of the basic skills guide which covers the identified deficit areas. Here they will find the mobility implication, specific mobility concerns, as well as ways to functionally implement these activities in the class. A complete listing of materials is also presented in Appendix A.

The same procedure should be followed when using the ISP for the OMNI Activities section (See Figure 6). On the ISP for the OMNI Activities, the Indoor Mobility Module is divided into eight sub-skill areas and the bar graph is arranged in skill efficiency levels from Low to High, with the eight sub-skill areas overlaping one another, which is demonstrated by the configuration of the graph.

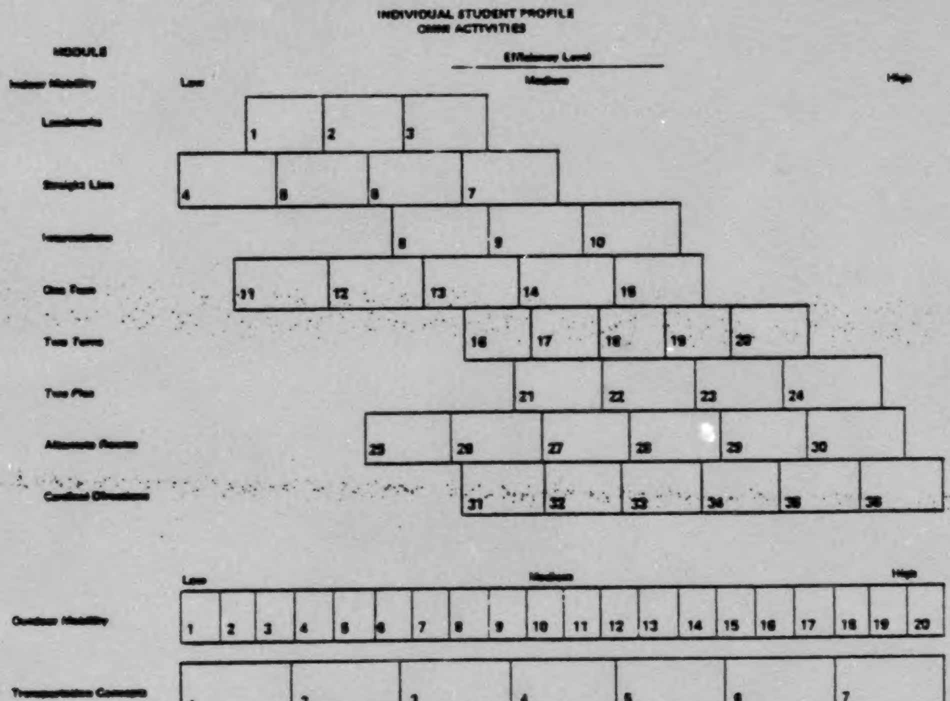
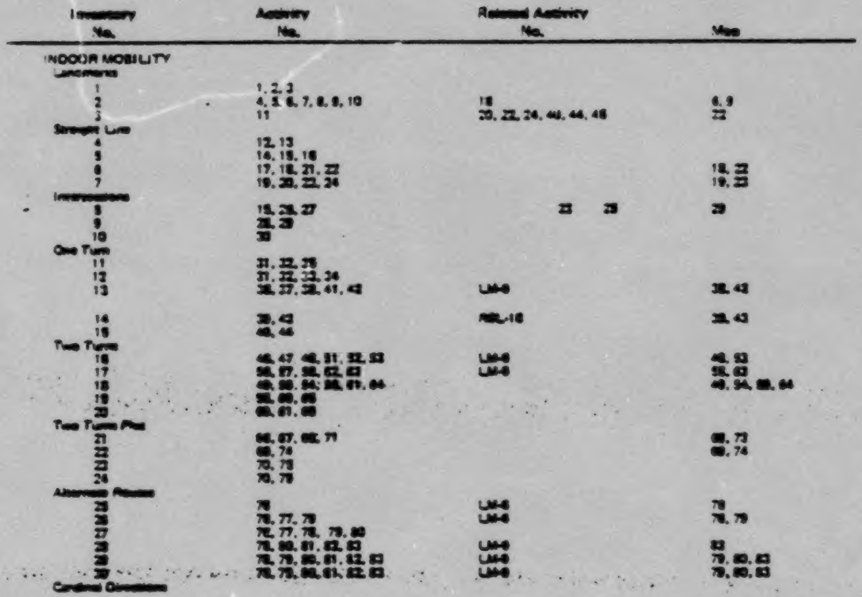


Figure 6

The Outdoor Mobility and Transportation Concept Modules are placed separately on a continuum from Low to High. They are located directly below the Indoor Module.

Results of the OMNI Activity ISI should be logged on the Profile in the same manner as with Basic Skills. Again, the deficit areas are indicated by those numbers that are not shaded. To determine where to begin instruction, locate that spot on the Profile where the first deficit gap is indicated. In Figure 6, this is IDM No. 6, Straight Line Routes. By referring to the chart on the back of the Profile (See Figure 7) you will find that activities 17, 18, 21, and 22 are covered by item 6. Therefore, instruction in the OMNI Activities should begin with activity IDM-RSL-17 and proceed in a sequential manner until completion of the Indoor Mobility Module. A similar procedure should be used for Outdoor Mobility and Transportation Concepts. In all cases, however, the Introduction to Mobility Module and the Indoor Mobility Module must be completed prior to moving to the Outdoor Mobility and Transportation Concepts Modules.

Follow the instructions found on the Profile for recording progress.



Inventory No.	Activity No.	Related Activity No.	Map
INDOOR MOBILITY			
Landmarks			
1	1, 2, 3		
2	4, 5, 6, 7, 8, 9, 10	18	6, 9
3	11	20, 22, 24, 40, 44, 46	22
Straight Line			
4	12, 13		
5	14, 15, 16		
6	17, 18, 21, 22		18, 22
7	19, 20, 23, 24		19, 23
Intersections			
8	15, 26, 27	23 25	29
9	28, 29		
10	30		
One Turn			
11	31, 32, 35		
12	31, 32, 33, 34		
13	36, 37, 38, 41, 42	LM-6	38, 42
14	39, 43	RSL-16	38, 43
15	40, 44		
Two Turns			
16	46, 47, 48, 51, 52, 53	LM-6	48, 53
17	56, 57, 58, 62, 63	LM-6	55, 63
18	49, 50, 54, 59, 61, 64		49, 54, 59, 64
19	58, 60, 65		
20	60, 61, 66		
Two Turns Plus			
21	66, 67, 68, 71		68, 72
22	69, 74		69, 74
23	70, 75		
24	70, 78		
Alternate Routes			
25	76	LM-6	76
26	76, 77, 78	LM-6	76, 79
27	76, 77, 78, 79, 80		
28	78, 80, 81, 82, 83	LM-6	83
29	78, 79, 80, 81, 82, 83	LM-6	79, 80, 83
30	78, 79, 80, 81, 82, 83	LM-6	79, 80, 83
Cardinal Directions			

Figure 7

36

A. Implementation

We recognize that no two classrooms function identically. Therefore, the teacher will want to organize the OMNI Curriculum into a manageable program which will meet the needs of his or her students, and at the same time, interface with regular special education curricular activities.

Instruction time will depend greatly upon the individual student's needs and the existing schedule of the classroom. The teacher can compare the individual Student Profiles; and, if some students share the same skill deficits, he or she may want to work with small groups (2-4 students) on the specific module activities for a given area. For example, suppose there are three students having difficulty with spatial concepts. These students may work on specific activities which will help develop these concepts on Monday mornings. On Tuesdays, other students sharing problems with another basic skill area may work together on their specific activities. The teacher may find materials or resources for these activities in Appendix A.

It should be stressed, however, that the smaller the group, the better. It is critical that the child perform as independently as possible so that there is little opportunity for the student to continually imitate the actions of others.

Some activities may lend themselves more easily to larger groups, such as the Motor Development section. This section could be used during daily activities such as "outside play" or "opening exercises".

Classroom activities which present transportation concepts may lend themselves more readily to larger groups, especially if they are designed to provide initial "exposure" to these ideas. However, if the class is directly involved in activities which provide direct contact with public transportation, the teacher-student ratio should be significantly reduced to no more than one teacher to two students.

Some teachers may find it convenient to work on mobility activities one day per week. Others may find that a 20-minute period per day is appropriate. The classroom teacher is encouraged to find a timeline which will best meet his or her needs as well as the needs of the students.

Because of the vast scope of the Basic Skills section, it is conceivable that some students will have little mastery in many of the skill and concept areas. It is possible that the teacher could spend all his or her "mobility lesson" time teaching basic skills and never get into the OMNI Activities modules, which are direct-travel oriented and in which all students should become involved. For this reason, it is suggested that the teaching of basic skills be on-going or interfaced with the OMNI Activities.

For example, as previously mentioned, some students may be working on basic skills on Monday, but Wednesdays, everyone will participate in one or more of the OMNI Activities.

B. Summary

The chapter on Administration Procedures has presented some suggestions for utilizing the OMNI Curriculum more efficiently. Suggestions for utilizing the Inventories and Profiles have been presented, as well as ideas for implementing the basic skills and OMNI Activities.

The authors realize that it will be essential for each teacher to make certain adaptations due to his or her own unique classroom situations. However, the basic structure in relation to placement, implementation, and monitoring of progress should be applicable to most situations.

Chapter X

CONCLUSION

The purpose of the OMNI Curriculum is to provide classroom teachers with a background as to what mobility is and how it has developed so they may better understand and appreciate its need in the total development of their students.

The Guidebook is an effort to outline the classroom teacher's role in developing the pre-requisite mobility skills necessary for independent travel so that later sequential development can be more easily accomplished.

It should be remembered, however, that the success of any curriculum or its instructional techniques and activities is determined by the positive changes in students.

Please document any changes, positive or negative, that you have noticed in your students, as well as any modifications or changes you have found useful during the implementation of this Curriculum so that appropriate revisions can be made and students may be better served.

Interface with the Mobility Specialist

Once the classroom teacher has taken the students through both the basic skills section and the OMNI activity section of the curriculum, an appropriate foundation will have been laid for the student to begin purposeful travel in the real environment. This then becomes the role of the mobility specialist. This individual possesses the expertise and liability coverage to teach students independent travel skills in the real environment.

Mobility specialists are trained at the college and university level both in graduate and undergraduate programs specifically to teach orientation and mobility.

The role of the mobility specialist is to transfer the skills and concepts learned in Project OMNI to the more complex, intimidating, and hazardous surroundings of the real environment. The mobility specialist should also be consulted for any incidental problems which may be encountered when implementing the OMNI Curriculum.

PROJECT OMNI

BASIC SKILLS GUIDEBOOK

6/30/82

INTRODUCTION

Project OMNI has isolated five areas to comprise its Basic Skills Section. They are Sensory Awareness, Motor Development, Concept Development, Communications, and Spatial Concepts. Each of these areas is considered to contain skills and concepts which are pre-requisite to independent travel. These skills are necessary to master the OMNI activities.

Each Basic Skill area provides the teacher with an introduction into the purpose of the skill area and its relationship to the mobility process. Sub-skill areas and mobility concerns are then listed. Example methods and materials are also included which will provide a guide for the teacher to implement activities for the Basic Skills Section as part of her regular classroom activities.

Specific instructions for administration of the Student Inventory for this section, as well as logging the results in the student profile, are provided in the Teacher's Guide in Chapter IX, Administration Procedures.

TABLE OF CONTENTS

I. SENSORY DEVELOPMENT 1

A. Introduction 1

B. Auditory 1

C. Visual Development 4

D. Tactual/Kinesthetic/Olfactory 6

II. MOTOR DEVELOPMENT 10

A. Introduction 10

B. Body Positions 10

C. Movement Activities 12

D. Posture and Gait 14

III. CONCEPT DEVELOPMENT 16

A. Introduction 16

B. Body Awareness 16

C. Classification 18

D. Time/Distance 20

IV. COMMUNICATION DEVELOPMENT 23

A. Introduction 23

B. Receptive/Expressive Language 23

C. Symbol Recognition 25

D. Telephone Usage 28

V. SPATIAL CONCEPTS 31

A. Introduction 31

B. Positional Relationships 31

C. Spatial Relationships 33

I. SENSORY DEVELOPMENT

A. Introduction

The success any individual has attempting to become an independent traveler will be highly dependent upon the student's ability to accurately perceive and interpret his environment. The individual must be able to utilize all his senses, i.e., vision, auditory, tactual, kinesthetic, and olfactory, to his maximum level of efficiency in an effort to become a safe and efficient traveler.

If a student has a sensory loss, it becomes critical to develop the remaining senses, so that adequate interpretation of the environment can continue. It is also important for the student to learn to efficiently organize, as well as perceive and interpret, this information if the enhancement of travel skills is to be expected.

Children who are mentally retarded or brain injured may be sensorily intact, however, many lack opportunities or experiences to utilize sensory information in a meaningful way. It, therefore, becomes essential that the student be provided with a variety of sensory experiences which requires the student to perceive, interpret, and organize sensory information so that the student can travel safely and remain oriented to his environment.

B. Auditory

1. Purpose

To develop an increased awareness of the auditory stimuli that enables the student to accurately perceive, interpret, and organize auditory information to aid in becoming a safe and efficient traveler.

2. Mobility Concerns

a. auditory perception/reception

b. auditory discrimination

c. auditory memory

d. auditory tracking

3. Mobility Implications

Students with any handicapped condition must learn to take advantage of sound to aid their functioning within the environment. Auditory perception/reception provides information about things that are not in the field of vision. This includes warning systems which alert us to hazardous and dangerous situations, such as police sirens or screeching brakes.

The development and/or refinement of auditory discrimination skills allows the student to identify specific sounds, to react appropriately to situations, or confirm one's location in the environment. The constant clatter of dishes may aid a student in locating the cafeteria, while typing sounds may mean the general office is near by. The judgement skills needed to make a safe street crossing at a busy intersection may seriously be affected if the student cannot discriminate among different kinds of traffic sounds. Therefore, early development of these skills in the classroom will assist the student later in making such crossings safer.

Auditory memory skills are needed in order for students to apply previously learned experiences to present and/or similar situations. A student who can remember and sequence sounds in the environment will have less difficulty remaining oriented and will be more conscious of the purpose and meaning of warning signals.

The ability to see the movements of cars and buses is not enough to insure safe travel. Auditory tracking skills are necessary for the student to make those travel decisions for safely crossing a street independently. Auditory tracking skills help the student in determining the direction of traffic or determining whether the car is approaching from the side, back, or front. The development of these skills will aid a student in determining if a car is accelerating or slowing down.

4. Functional Implementation

The teaching of auditory skills, including auditory perception/reception, auditory discrimination, auditory memory, and auditory tracking, as they relate to mobility, can be easily integrated into existing special education curricula.

Most pre-school programs begin with pictures of animals and objects that do or do not make sounds. The student is required only to mark that which produces or makes a sound. The classroom teacher can make this activity functional to mobility by having the student produce or imitate the sound depicted by the pictures.

The recognition of sounds can be expanded by making a "Sound Book". The students can cut out magazine pictures that relate specifically to "chapters" in the Sound Book. For example, chapters could be Sounds on a Street Corner, Sounds on a Playground, or Sounds in the House; sounds that are loud/soft and sounds that indicate danger or warning can be depicted through pictures. Students can also use a tape recorder to record actual sounds to accompany their Sound Book.

BCP Vort Method Cards present the teacher with many suggestions similar to the Sound Book. For example, Activity 50.12.01 presents "The Magic Zoo". In this activity, the teacher prepares a tape of various animals and explains to the students that the animals are invisible unless they know the magic word to make them be seen. (The students can identify the animal.) Activities presented in the Vort Method Cards also include those requiring auditory memory, discrimination, and perception skills.

Take a few minutes each day and have the students talk about sounds heard that morning. Ask them if the sounds were loud or soft, or near or far. Ask if they could identify what was making the sound. This activity requires auditory memory skills, but more important, it requires the student to pay attention to the sounds in his environment.

The classroom teacher can utilize DLM Auditory Perception Tapes to help reinforce these auditory skills. This resource presents activities beginning with the identification of a common sound. The activities gradually increase in complexity requiring greater discrimination and memory skills.

An activity that requires no preparation or materials and can be done any time during the day is to listen to the sounds in the corridor. With the classroom doors open, the classroom teacher can help develop auditory discrimination and tracking skills. For example, the sound of footsteps can trigger such questions as "Is there one or more than one person?", "Are they walking fast or slow?", "In what direction are they moving?", or "Is it a grown-up or a child?"

A rainy afternoon with recess indoors is a good time to use DLM Buzzer Board with Pattern Cards. Not only is this a fun way to develop auditory memory skills, but it requires the student to imitate a pattern amongst a variety of background noises.

For additional suggestions of resources and/or materials that are available to help develop auditory skills, refer to the Resources Listing for Sensory Development.

C. Visual Development

1. Purpose

To provide the necessary visual stimuli to assist the student in accurately perceiving, identifying, interpreting, and utilizing visual information for safe and efficient independent travel.

2. Mobility Concerns

a. visual perception

b. visual discrimination

c. visual tracking

d. visual memory

3. Mobility Implication

It has been documented that 85 percent of all information we receive from the environment is taken in visually. The success any student may experience pertaining to independent travel may depend heavily upon his/her ability to perceive, interpret, and organize visual information correctly. Students that have been institutionalized or overprotected rarely have had an opportunity to be exposed to a variety of visual stimuli.

Visual perception involves being aware that something is out there. Even though the students can "see", they need to be taught to "look". Students must be taught to pay attention to things encountered visually in the environment.

This includes noticing landmarks in sequence and the various signs and symbols seen while traveling. The development of visual perception will enable a student to locate an objective and then return to his starting point.

Discrimination involves defining a specific characteristic such as shape, color, size, or illumination. If a student can discriminate between contrasting colors, he/she will be able to maintain a straight line of travel in hallways, on sidewalks, and in crosswalks. It will also enable the student to locate and identify traffic signs and interpret traffic signals. Efficient visual discrimination skills will help the student to travel safely by locating curbs or stairs and react accordingly.

Tracking skills are needed to visually follow moving objects such as a car or bus, determine if a bus is slowing down or accelerating, or to walk on a busy sidewalk without bumping into other pedestrians.

Visual memory skills are needed by students to remember routes, reverse them, and perhaps plan alternate routes if the need arises. A student with efficient visual memory skills can utilize landmarks and remain oriented in the environment.

4. Functional Implementation

Although many special education programs do not specifically teach visual skills, the students are required to demonstrate visual proficiency through their school work.

It must be remembered that simply because students with handicapping conditions other than visual impairments have sight, they will not automatically learn to use their vision efficiently. They need to be taught the visual skills necessary for interpreting and organizing environmental information. These visual skills include localization, scanning, organized visual searching, discrimination, memory, and tracking.

These skills are not acquired overnight, but rather, are acquired through a gradual and sequential program of visual activities. Learning Concepts' Yellow Brick Road, although designed for a pre-school population, has suggestions of activities to help the classroom teacher teach basic/beginning visual skills. For example, in teaching

48

visual localization, a student first locates a lightly colored ball placed on a dark, empty table. Gradually, the size of the ball is reduced and the complexity of the background is increased.

Other visual skills, as they relate to mobility, can easily be included in classroom programs. For example, after returning from the gym or cafeteria, have students talk about all the things they saw. Encourage students to be as specific as possible and to include colors, location of objects, and whether it was stationary or moving. Try as a group to sequence the things they saw. This activity takes only a few minutes, yet utilizes visual discrimination, visual perception, and visual memory skills.

A student can sharpen his visual perception skills by utilizing DLM's Figure-Ground Activity Cards, which are simply mark-on/wipe-off cards requiring the student to locate specific objects in pictures of busy familiar environments.

Visual tracking skills are easily included in activities in the gym or playground. Being able to determine if a swing is moving - how fast and how high, requires visual tracking skills, yet poor utilization of this skill may affect a student's safety. Retrieving a ball that has been thrown requires a student to use visual tracking skills. A simple game of Tag utilizes many visual skills, and it gives the classroom teacher a good opportunity to observe a student's visual skills.

For additional suggestions of resources and/or materials that are available to develop visual skills, refer to the Resources Listing for Sensory Development.

D. Tactual/Kinesthetic/Olfactory

1. Purpose

To provide a variety of experiences and stimuli to increase a student's awareness of his tactual, kinesthetic, and olfactory senses to assist in becoming a safe and efficient traveler.

2. Mobility Concerns

   a. tactual

   b. kinesthetic

   c. olfactory

3. Mobility Implications

When considering the mobility process of the visually impaired, it is easy to understand how tactual perceptions provide information when the student is reading braille maps or identifying objects. However, unlike vision and hearing, the tactual sense is not a distance sense, and direct contact with specific materials or objects is necessary to gain information about the environment. The tactual sense also tends to be a slower means by which to take in information. For this reason, this sense is easily overlooked when considering basic skills which are pre-requisite to independent travel. Students with a cognitive deficit may miss many visual or auditory landmarks, however, if this student has basic tactual awareness skills, the identification of such tactual differences as walking on carpet as opposed to tile surfaces may help to provide information as to his present location.

It is important that the mobility specialist has an understanding of kinesiology in order to understand the principles that lead to efficient patterns of posture and gait. The classroom teacher, however, need only be aware that kinesthetic feedback provides the students with the sensation of position and movement. If a student is aware that he is standing or walking on an incline or decline, it may aid his orientation by knowing that Main Street inclines toward his house.

The olfactory sense may also provide the student with information about the environment. The smell of a bakery or flower shop could confirm for the student that he has gotten off the bus at the correct stop, providing the information and confidence needed to continue his journey. The olfactory sense can also provide warnings of danger, such as the presence of toxic fumes or smoke from an impending fire.

It may appear that these three senses are less significant to independent travel than vision or hearing; howevery, a student must learn to utilize all his senses to establish his position in the environment. This "total sensory approach" can help a student become a safer and more efficient traveler by giving him a more complete understanding of the environment so that choices and decisions can be made to reach specific objectives.

4. Functional Implementation

Tactile information which is useful for orientation and mobility is received through the sense receptors in the student's hands, feet, neck, and face. The student uses his sense of touch to identify various surfaces under foot, such as a carpeted area, a tile floor, a sidewalk, or the grass. The classroom teacher can aid in the mobility process by helping to refine this sense. This can be done by providing the students with the opportunity to experience and explore his environment and then assisting in the interpretation of it. For example, although the student may feel a gentle breeze blowing or may feel the warmth of the sun, he may not be aware of it until the classroom teacher brings it to his attention.

The BCP Vort Method Cards suggest activities for exceptional students to help them discriminate various surfaces by touch of the hand and underfoot. In the activity "In the Cookie Jar Again" (12.40.02), students are asked to find a particular requested "cookie" (either bumpy, rough, soft, or smooth) in the jar; the "cookies" are circular-shaped and multi-textured. In activity "Bump Bump Bump" (12.12.04), a blind-folded student is requested to describe various surfaces underfoot as he walks with a friend in a multi-textured area, including sand, gravel, grass, and pavements.

The kinesthetic sense is our "muscle sense" or "muscle memory". Through the movement of our muscles, joints, and tendons in the body, a student can kinesthetically feel if he is walking up or down a ramp, making a precise turn, or traveling the correct distance to reach a familiar object. The use of this sense requires very little concentration once a student is made aware of it. The more opportunity a student is given to explore his environment and experience his body in various positions, the more refined this sense will become.

Olfactory discrimination and recognition skills are rarely specifically addressed in most special education curriculas. These skills can be integrated easily into most science programs. Setting up and organizing an "Odor Area" in the form of a learning center is a method to expose students to a variety of smells. Scratch & Sniff books, which include common indoor and outdoor odors incorporated into a story, along with Scratch & Sniff labels, can be included in the Odor Area.

For additional suggestions of resources and/or materials that are available to help develop auditory skills, refer to the Resources Listing for Sensory Development.

II. MOTOR DEVELOPMENT

A. Introduction

Movement is the first process through which children begin to learn about themselves and their environment. Through movement, children begin to explore, leading to the discovery and understanding of their environment, and their direct relationship to it.

When children begin to control their movements, their movements begin to have purpose, and purposeful movement leads to self-directed activities. Therefore, appropriate and functional motor activities will provide the student with an increased awareness of his own body, how it functions, and the ability and confidence to move independently within his own environment.

An area overlooked, for one reason or another, when considerations are made pertaining to a student's ability to travel independently, is that of problems associated with posture and gait. Many handicaps, either congenital or adventitious, result in posture and gait problems. In some cases, the individual's posture and gait may be shaped by those around him. Poor posture and gait can make movement through the environment hazardous or at least inefficient or uncomfortable. Many people refuse to travel in public if they feel their impairment will draw extra attention to them. Often the reaction of the passer-by is a less than positive one. Attention to posture and gait should be on-going beginning early in life.

B. Body Positions

1. Purpose

   To provide opportunities for students to demonstrate the various body positions necessary for the building of strength and stamina.

2. Mobility Concerns

   a. sitting

   b. stooping - squatting

   c. standing

3. Mobility Implication

Until a child is capable of simple body positions, he or she will be unable to move safely or gracefully through the environment. By learning the basic body positions, the child is building muscle control and strength.

Sitting is a position performed every day, yet getting in and out of a seat on a bus or a moving train without losing your balance is a skill that is developed through practice. Most of a student's time spent in a classroom involves sitting. Sitting in a chair, with feet flat on the floor and back straight, can directly affect better circulation and builds those muscles necessary for developing and maintaining good posture.

Stooping and squatting are basic body positions which help develop leg support. Whenever a student drops something or wishes to retrieve an object located on the floor, he must use basic body positions properly in order to perform them safely and efficiently.

Standing is a basic position that is the foundation for more complex movement. The distance between feet during stance can either increase or descrease stability. Properly shifting body weight can increase a student's endurance and balance. Many of a student's everyday activities require various amounts of standing, e.g., waiting for a bus or standing in line at the cafeteria. Standing erect while maintaining one's balance for long periods of time will develop the muscles and the stamina one needs for good posture.

4. Functional Implementation

Each of the mobility concerns, i.e., sitting, standing, and stooping, require a different sequence of muscle movements and body positions. Although the school's physical education program will develop these body positions, the classroom teacher can easily reinforce these skills through various classroom activities. Simon Says is a fun way for students to develop the agility and coordination to quickly change body positions. Through this activity, the teacher is providing the student with an opportunity for the development of reaction time; when, as an independent traveler, he might have to quickly change positions to avoid accident or injury to himself.

The teacher can also utilize her classroom to develop other body positions. For example, using a round nerf ball, with students seated in a large circle, play a game of modified kickball, in which students cannot use their hands. This activity requires balance while seated, leg control, and coordination. "Stoop Tag" is a tag variation which can help a student develop muscle strength through body positions.

Standing and squatting are two body positions necessary for a "squat race". Divide the class into two teams, giving each team two carpet sample squares. Tell each team that individually a player stands on one carpet square, squats down, and places the other in front of him. He then stands up and steps on it. He then squats down, reaches back, and picks up the carpet behind him, placing that now in front of him. He stands up and steps to the carpet in front, and repeats the procedure to the destination line. The winning team is the first to complete this activity.

For additional suggestions of resources and/or materials that are available that use basic body positions to develop strength, agility, and balance for greater coordination, refer to the Resources Listing for Motor Development.

C. Movement Activities

1. Purpose

To develop an increased awareness of how the body moves and the ability to move the body gracefully and efficiently through the environment.

2. Mobility Concerns

a. jumping/hopping

b. leaning/bending

c. stretching/twisting

d. pushing/pulling

e. walking

f. ascending/descending stairs

3. Mobility Implication

In order for students to travel independently, they must exhibit a certain amount of control over their bodies. Walking is a complex motor skill that is often poorly executed, rarely remediated, yet can lead to inefficiency in daily tasks and sometimes to injury.

Jumping and hopping are motor skills that can demonstrate a student's coordination, balance, and agility. Agility, or the capacity for fast reaction in body movement, will help a student to quickly avoid many precarious situations when traveling independently.

Leaning/bending and stretching/twisting are all body movements that require balance. Standing on tip-toes to reach an object, walking to a seat on a moving train or bus, or bending to retrieve an object, are motor skills contributing to a graceful and safe independent traveler.

When traveling a simple route, i.e., from the classroom to the cafeteria, many complex motor skills are involved. Such a route may require a student to ascend or descend stairs, push or pull open a door, reach for a cafeteria tray, or change directions to find a seat. Motor planning, strength, coordination, and agility are sophisticated mobility concerns that are highly dependent upon the students' acquisition of motor development skills.

4. Functional Implementation

The mobility concerns for motor development can be addressed by the special education teacher through observation of problems encountered by the student during the normal school day. For example, observe the student as he travels to the cafeteria and through the lunch line. Can he open and close doors gracefully? Can he carry his own tray without interrupting body rhythm and coordination? Does he alternate feet when ascending or descending stairs? Remediation of these problems can be accomplished through games and activities that are fun for the student. Reinforcing the development of these skills through the course of the school day will make them functional.

Many students enjoy "Let's Go on a Bean Hunt", which is a story that requires movement activity by the students and helps them develop flexibility, coordination, and rhythm. Along the same line, Learning Concepts' Learning Staircase suggests various movement activities, i.e., stepping over the rungs of a ladder on the floor and jumping over an imaginary moat filled with crocodiles.

Students who lack flexibility can benefit from Milton Bradley's Twister. This game is a fun activity that involves bending, twisting, balancing, and leaning, along with lots of laughter.

For additional suggestions of resources and/or materials that are available to teach movement activities, refer to the Resources Listing for Motor Development.

D. Posture and Gait

1. Purpose

The student will be able to move through the environment as gracefully and efficiently as possible.

2. Mobility Concerns

a. posture

b. balance

c. stride

d. gait

3. Mobility Implication

Poor posture can result in many serious abnormalities for a student. Poor posture can affect how the body functions (digestion, respiration, et cetera) and can cause the misuse of muscles and undue stress on certain joints. Balance problems can also be the result of not holding the body correctly. In order for a student to travel for extended distances, he or she must learn to stand and walk properly. Proper gait will prevent the student from tripping on broken sidewalks, losing balance when stepping off curbs, and will build muscle control and stamina for long routes.

The movement skills of posture and gait are probably more overlooked than any others. These skills, however, can be easily shaped and reinforced in the course of a school day. If the student is able to stand and walk like everyone else, it will assist in drawing negative attention away from the student and increase his confidence and feelings of self-worth and purpose.

4. Functional Implementation

The classroom teacher can play a major role toward improving and enhancing the student's appearance in relationship to posture and gait. While severe postural problems should be referred to an adaptive physical education teacher, many problems associated with poor posture and gait are the result of poor role models and a lack of understanding that there is an appropriate way to stand or walk. The teacher can help form and develop good posture and gait habits through fun games and activities, in addition to reinforcing these skills verbally throughout the school day.

Simply walking to music can help students control the pace of their movements and encourage flexibility when moving. This is just one of many activity suggestions found in Teaching Resources' Basic Skills Curriculum Guide.

The teacher can also be the leader or choose a student who consistently demonstrates good posture to play Follow the Leader. Remind students that good posture should go everywhere they go, including ascending or descending stairs or doing seat work. The classroom teacher can use a bulletin board to list rules of good posture. Be sure to share the list of rules with parents so they can help develop good posture habits with their child at home.

Consider the act of walking in itself. Although it is desirable for the student to acquire a smooth, even gait along a specific path, many students are unable to walk consistently along a prescribed path. DLM's Tac Tracks allow the teacher to place red and green representations of human footprints in various formations incorporating curves and turns to help develop consistent rhythm, stride, and gait.

For additional resources and/or materials to promote good posture, gait, and balance, refer to the Resources Listing for Motor Development.

III. CONCEPT DEVELOPMENT

A. Introduction

The development of basic concepts refers to the initial impressions a child receives of his environment through his senses. A child builds concepts from the direct sensory information to which he or she responds.

Normal children tend to develop and verify many concepts informally. However, a child with a cognitive or sensory impairment may need the presentation of certain concepts in a more concrete and structured manner to insure an accurate understanding and interpretation of these concepts.

The development of these concepts becomes meaningful when the student is given the opportunity to relate them directly to his home, school, and community. The more concrete the learning situation, the more functional the concept becomes.

The building of concepts first begins with the child himself. He must first develop an understanding of body parts and how they move before he can develop a realistic perception of himself. He then reaches out to his environment to become familiar with it and to organize it. This classification of his environment leads eventually to time-distance relationships where the student applies the concepts of time and distance to his environment.

B. Body Awareness

1. Purpose

   The student will develop a realistic perception of self.

2. Mobility Concerns

   a. body parts

   b. movement of body parts

   c. part/whole relationships of body parts

3. Mobility Implication

The relationship of body awareness to the total development of the individual is well established. Without it, the child does not realize that he is an independent being, separate from the environment; that he is an "I" or a "me".

To be able to travel independently, the student must first be able to understand his own body, then relate the environment to it. To be able to identify landmarks as being "in front of" or "in back of" "himself" is critical to the orientation process. The ability to travel in a straight line may be dependent upon the student's ability to determine if Main Street is on his left or right side. Developing good body awareness skills is the foundation for a child knowing where he is and what he is doing. This ability forms the basis for good orientation skills.

4. Functional Implementation

The teaching of concepts consists of two components - the demonstration the teacher performs to show the characteristic of a concept, and the task or test the student must perform to demonstrate an understanding of the concept. Many classroom activities which require students to identify body parts are done through songs and games, yet testing is seldom done to determine if those body concepts are accurate or if they are merely imitated.

DLM: Body Image Puzzles are excellent materials to help determine if the students have an accurate perception of body parts. Students can complete all of the puzzle or only parts of it, depending upon a student's perception of body parts, as well as his manipulative skills.

Activities including the movement of body parts, such as "nod your head", "blink your eyes", or "shrug your shoulders" can be found in Education Activities: Daily Sensorimotor Training Activities, designed for pre-school level children.

The classroom teacher can easily reinforce the awareness of body parts through simple songs and games. The Hokey Pokey is a singing activity that can be expanded to include a variety of body parts such as elbow, hip, hand, foot, arm, leg, and head. Head, Shoulders, Knees, and Toes is another exercise song that reinforces the awareness of body parts. My Head, My Shoulders, My Knees, My Toes (similar body parts, different tune) requires auditory memory skills as well as movement. This song is performed similarly to "Do Your Ears Hang Low?"

Many children enjoy making life-size pictures of themselves. After tracing an outline picture of each student, the teacher can check a student's perception as to the location of body parts with Milton Bradley: Body Imagery. These are mark-on/wipe-off cards consisting of body parts and the uses of various parts of the body, or in conjunction with DLM: Body Parts Dice Game. This game is a fun way to reinforce (or teach) the names of 21 body parts either by name or by picture.

For additional suggestions of resources and/or materials to develop body awareness, refer to the Resources Listing for Concept Development.

C. Classification

1. Purpose

To develop the classification skills necessary for the student to classify and organize environmental information and experiences.

2. Mobility Concerns

a. same/different

b. sequence

c. color

d. size/shape

3. Mobility Implication

When a child is very young, the outside world may seem an overwhelming and frightening mass of objects and experiences. He or she must be able to impart some type of order on the environment. If the child can classify these objects and experiences into categories, he or she can better organize the information required to travel independently. If a student can classify objects based on size, shape, and color, he or she can begin to sort traffic and direction signs from advertisements or uniformed personnel (policemen and mailmen) from other pedestrians.

Classifying by size is a factor when a child begins to use landmarks when traveling. Often, when approached for directions, pedestrians use phrases such as "cross the small street" or "wait for me under the large clock". International traffic and directional signs are usually found inside a "red circle". Intersections are found in the shapes of "T", "Y", or "+" configurations. Before a student can recognize these intersections when traveling, he should be familiar with basic shapes.

The organizational skills involved in sequencing not only have a direct relationship to reading, writing, or arithmetic, but will also aid the student when interpreting and following directions, following a specific route by recalling the sequence of landmarks, or understanding indoor and outdoor numbering systems.

4. Functional Implementation

Determining same/different sizes, shapes, and colors are concepts included in all special education curricula. As a result, they lend themselves to be easily expanded to include mobility implications. For example, when teaching colors, red-yellow-green can be related to the colors found on a traffic light. Be sure to include at this time the meanings of each of the colors. The meanings can be easily reinforced with the game Red Light Green Light.

Teaching Resources: Colored Beads and Pattern Cards is a quiet seat activity that allows the student to sort by color, shape, and size using prepared pattern cards.

When teaching the concepts of same/different, allow the student to apply the concept using a variety of materials and in a variety of contexts. He should be able to perceive likenesses/differences auditorally, visually, tactually, and if appropriate, olfactorally.

Many students need more opportunity to learn or practice sequencing skills. Being able to determine first, next, and last are basic concepts that are necessary for sequencing.

In a group, the teacher can direct a discussion sequencing what they did that day at school or steps taken to prepare for the end of the day. Both DLM: Open Sequence Cards and Photo Sequential Cards allow the student to individually demonstrate his sequencing skills.

For additional suggestions of resources and/or materials available to develop classification skills, refer to the Resources Listing for Concept Development.

D. Time/Distance

1. Purpose

To develop an understanding of time and distance concepts so the student can relate them functionally to his or her environment.

2. Mobility Concerns

   a. clock - concrete and abstract concepts

   b. linear - concrete and abstract concepts

   c. judgement of time and distance

3. Mobility Implication

Time measurements such as minutes, hours, days, today, and tomorrow, as well as distance measurements such as feet, blocks, and miles, will be very functional concepts when a student begins to travel independently. As soon as a student begins to travel with purpose, he needs to understand time/distance relationships. Whether he is going to a store, a friend's house, or work, a student becomes responsible for scheduling his time. He must be able to judge the time of the appointment versus the distance that must be traveled to get there. The judgement needed to begin the route at the correct time will only be developed if the student has a strong background in these skills.

4. Functional Implementation

There are many materials available in various special education programs to teach concrete time concepts and concrete distance concepts. The books by Foster: The Time is Now, Books 2, 3, and 4, written for multiply-handicapped deaf children have over 100 activities per book and is designed to teach the concrete concepts of time. Most books, however, do not address time concepts as they relate to digital clocks and watches. A good introduction to time concepts for older students is Interpretive Education: Telling Time, a cassette with filmstrip covering topics such as different types of clocks, daily schedules, and meanings of a.m. and p.m.

The abstract concepts of time, i.e., "the day after tomorrow", "next week", "later this afternoon", or "in a month or so" are terms frequently used. The classroom teacher should discuss these terms in relationship to classroom activities or occasions. For example, in March, the teacher could ask, "What holidays did we celebrate last month?" For older students, the classroom teacher could set up her class similar to a business in which a "time clock" is used, and students could simulate punching in and out. These students can also compute time spent on various subjects on time sheets, totaling them at the end of a day.

The teaching of distance concepts is usually integrated into math, and includes miles, feet, and even concrete comparisons of longer/shorter.

The classroom teacher can relate distance directly to mobility by having the students participate in making a distance graph on a bulletin board. By starting with the classroom itself, the students can compare distances to the gym, cafeteria, library, music room, art room, nurse's office, et cetera. This can be easily tied to time concepts to help develop time/distance judgement. "Which do you think will take longer to get to: the gym or the cafeteria?" Be sure to ask your students why. Have them actually walk to the different places and directly compare time and distance.

Walking to the various locations is a good opportunity to bring up abstract distance concepts. "The library is just around the corner" or "The gym is down the hallway" or "just up the stairs". The use of these terms will help students become familiar with their meaning.

For additional suggestions of resources and/or materials to develop time/distance, refer to the Resource Listing for Concept Development.

IV. COMMUNICATION DEVELOPMENT

A. Introduction

An essential ingredient to traveling safely and efficiently is the ability to communicate effectively. For the purpose of this Curriculum, receptive and expressive language, symbol recognition, and telephone usage, including self-identification, giving and following directions, and listening skills, fall into the area of communication. Many existing classroom curriculums deal with these skills, however, rarely do they specifically address them as they relate to the travel needs of the student. The classroom teacher should make an effort to channel communication skills toward the total mobility process.

B. Receptive - Expressive Language

1. Purpose

The student will be able to utilize oral and written communication both receptively and expressively.

2. Mobility Concerns

   a. self-identification

   b. following directions

   c. expressive vocabulary/social expressions

   d. written language

   e. listening skills - sequence and memory

3. Mobility Implication

A student's ability to receive and express language will directly affect his or her degree of independence and safety.

For our purposes, receptive language refers to the student's ability to understand both oral and written language. Generally, the public will communicate with the student verbally. Therefore, it is important that a student understand what is being verbally communicated to him. The student will then be able to receive directions when soliciting aid or possibly participate in normal conversation, depending upon his expressive skills.

66

The ability to receive information through the interpretation of signs and symbols is a skill necessary when the student is traveling in an indoor and outdoor environment. Indoor signs and symbols will direct the student to the elevator, the exits, and the information station. When traveling outdoors, the ability to interpret store and traffic signs will aid in the orientation process and provide the basis for safe and efficient travel.

By expressive language, we mean the ability to communicate with the public in either verbal or written forms. This will include the ability of the student to present prepared identification or destination cards when necessary for effective communication if the student is non-verbal.

4. Functional Implementation

The ability to solicit aid and to request assistance is not enough to be a safe, independent traveler. A student must be taught to organize the directions being given him, determine if enough directions have been provided, and, if not, ask specific questions to complete the information needed. Barnell Loft, Ltd. Specific Skills Series: Following Directions Books A-G provide written directions in a workbook format. A unique characteristic of the series is the last question, "Is it right?" This may be a student's first introduction to making a judgement based upon directions being given. Following written directions does not have to be directly related to school work. Being able to follow directions for a recipe can be a fun way for a classroom teacher to develop the importance of following directions in a specific sequence.

Following written directions for usage of vending machines, i.e., coin operated laundry, coke, or candy machines, is a task that also requires following specific directions.

Listening is a skill that is not acquired; it must be developed. Many games and activities can be used to develop accurate listening skills. One activity, "Look and Bring", found in Vort: BCP Method Cards (22.12.01) has the teacher place a variety of materials on the table, i.e., pencils, scissors, crayons, paper clips, et cetera. The classroom teacher then asks a student to pick up (list three or more items) materials and bring them to someone. DLM: Concepts for Communication is a total communication kit including activities to develop effective listening, decoding language, and memory and questioning, through worksheets, picture books, and activity books.

Self-identification skills are extremely important for the student who is traveling independently. When walking down the hall, a frequent question asked of students is "Whose class are you in?" Students need to learn to give one's full name, address, telephone number, and destination to appropriate individuals when asked. The classroom teacher could have students draw a picture of their house and label it with their name and address. These could be placed on the bulletin board with a manila envelope for each student. As papers are completed during the day and corrected, theirs could be "delivered" to the right home by various "mailmen".

For additional suggestions of resources and/or materials available to help develop basic skills in communication, refer to the Resources Listing for Basic Skills - Communication.

C. Symbol Recognition

1. Purpose

To demonstrate an understanding of symbols found in the environment and their relationship to orientation and mobility.

2. Mobility Concerns

a. signs

b. money

c. numbers

3. Mobility Implications

Many things in today's environment are expressed in symbolic forms of one kind or another. Consequently, the student not familiar with functioning independently indoors or outdoors may be easily confused by the bombardment of such stimuli, particularly in the outdoor environment. The ability to interpret the more functional of these symbolic forms is an integral part of safe and efficient travel.

The student should first learn to interpret and utilize signs and symbols indoors. Simple signs such as Ladies Room and Mens Room, Do Not Enter, Nurse, and Main Office can be easily taught in the school itself and will later transfer to different buildings and to the outdoor environment.

The recognition of money symbols is also important. Whenever possible, functional coin exchange should be demonstrated by the student, and transactions with real people is encouraged so the skills can be later transferred.

The school is also an ideal place to deal with simple numbering systems, pointing out the order and sequence pertaining to room numbers. The student needs to know when number sequences are increasing or decreasing if he is to use numbering sequences effectively. This knowledge will help a student in locating specific addresses, rooms, and floors of buildings.

If a student is prepared for using symbols indoors, he will be better prepared for the outdoor environment where symbols are found in much more threatening surroundings; where an accurate interpretation of them is necessary for one's safety.

4. Functional Implementation

Teaching sign recognition, money, and number concepts are part of most special education programs and can be easily adapted to include examples relating to mobility.

Indoor signs such as "Gentlemen", "Ladies", "No Exit", "Entrance", and "Restrooms ⟶ " are common signs found in the school. DLM: Functional Signs Match-Up includes all of these signs in a variety of activities, including matching and a Bingo format for eight players.

Coin equivalency, determining if one has enough money, giving change, and determining if you received the correct change are skills that a student needs to acquire in order to function independently in the environment. For many students, tokens and coin matching experiences will have to be emphasized. Teaching Resources: The Money Book and The Money Lines suggest many activities to teach coin recognition. For example, the Egg Box Match uses empty egg cartons with each section marked with a specific amount, i.e., 10c, 7¢, 25¢, and 3¢. The student has to put the correct amount into the egg space. (They recommend writing the amounts on opposite sides of the carton so only one amount is visible at a time.)

Moving Up in Money by DLM is a sequential program easily utilized at a learning center to use in learning to recognize and count money from pennies through five dollars. This center can also include Shopping Lists Game, also by DLM, and designed to be done individually. The only disadvantage to this game is that it uses cardboard coins and make-believe bills. For the handicapped student, it is important to use real coins, if possible, to concretely develop money skills.

For the student who has a solid understanding of money, its recognition, and value, he then needs to functionally apply this skill. DLM: What's Your Change? Drill Cards includes 21 self-correcting cards with a picture of an object, price of the object, and the amount tendered. The student is to compute the change.

Another area, often overlooked in special education programs, yet has direct mobility implications, is that of numbering systems, e.g., even/odd, and the method by which different floors are numbered. The acquisition of these concepts can be the foundation from which environmental symbol recognition can be built. References to the numbering system used by your school can be addressed in most mathematics classes.

Take a walk through the school and bring the room numbers to the attention of the students. After returning to the classroom, decide as a group how each floor or wing of the building is numbered. When students are given errands in different parts of the building, reinforce the number of the room. For example, "Take this book to room 201, which is the library."

For additional suggestions of resources and/or materials to help develop symbol recognition, refer to the Resources Listing for Basic Skills - Communication.

D. Telephone Usage

1. Purpose

The student will be familiar with a telephone and will be able to use it.

2. Mobility Concerns

   a. telephone vocabulary

   b. telephone directory

   c. touch/dial phones/coin operated, commercial

   d. information

3. Mobility Implication

There is probably no skill which will aid the student in need of assistance more than the telephone. Most life skill curriculums have a component which deals with telephone usage, however, those students that possess the money, number, and memory skills needed to utilize a telephone often lack the functional ability in an anxious situation. Students should be provided with real experiences using a phone, using coins when necessary, dealing with operators, and completing exercises with a genuine purpose. By doing so, the student will be better prepared for dealing with those situations which occur in the real environment (operator recordings, coin droppage, phones out of order) which rarely occur when these skills are practiced in isolation.

4. Functional Implementation

There are many different kinds of telephones: touch-tone phones, dial phones, public telephones, and business phones. For the handicapped student, being able to dial a telephone is not enough to prepare him for functioning in the environment.

Beginning telephone skills can be accomplished readily by using Instructo: How to Use the Telephone. This classroom-size kit has been field-tested with pre-schoolers, TMR and EMR children and adults, and children in learning disabilities classes. Along with dittos and activities to teach the home telephone number of each student, it includes a record with sounds of a telephone ringing, a busy signal, a recording of a number not in service, and an emergency being placed with the operator.

This is also a good time to begin telephone courtesy and taking simple messages over the telephone.

As the students become more proficient in telephone skills, make up a small class directory. Encourage parents to allow their child to "practice" at home.

Although most special education programs include telephone usage and telephone manners, rarely is the student exposed to the techniques and usage of public telephones or telephones with multiple extensions or multiple lines.

Every school has a pay phone, and the classroom teacher should give each student the opportunity to demonstrate an understanding of its use; collect calls and calls requiring additional coins should be included. The school office is an ideal location to demonstrate to the students telephones having extensions and multiple lines.

Students also need to be prepared for those telephone situations that occur in the "real environment", for example, "This is a recording, please leave your message when you hear a beep.", or "I'm sorry, but all our lines are busy, please wait and the next operator that is free will take your call (pause and music).", or "Please dial 1 when making calls outside your area." A student should also be prepared to handle telephone problems, i.e., dialing incorrectly or dialing correctly but having a poor connection.

The older student needs to learn how to efficiently utilize the telephone book, directory assistance, and the function and purpose of the white pages, the yellow pages, and the blue pages. Media Materials: Using the Telephone Directory has spirit duplicating masters and a cassette designed to help students at the junior high and senior high school level interpret information in the telephone directory.

The use of the telephone should always include emergency numbers: what they are, who to call, and when to call, along with the information that must be given. "Hello, my name is Billy and we have a fire, good-bye." does not provide enough information to receive help... even if Billy did dial correctly.

Many of these skills are not included in traditional curriculas, and the classroom teacher will have to plan accordingly.

For additional suggestions of resources and/or materials to help develop telephone skills, refer to the Resources Listing for Basic Skills - Communication.

V. SPATIAL CONCEPTS

A. Introduction

After the child has developed basic movement skills and body concepts, he must be able to identify the position of his body in relation to that of his spatial environment. He must begin to understand the course of movement which he must follow to navigate from his immediate position to his desired destination. Development of these skills are critical to maintaining adequate orientation during movement.

The perception of positional and spatial relationships involves the organization of objects or points in space. Initially, they begin as they relate to one's own body, then continue, as they relate to each other. As we move, we are constantly making spatial judgement, so automatically that we are usually unaware of them. When we correctly perceive spatial relationships, we are capable of walking through a doorway without bumping into the frame, we can reach to grasp a glass of milk and bring it to the mouth without spilling it, or we can even park a car.

A child begins spatially as the center of his or her world. This becomes the central position from which the child perceives objects as being above, below, in front of, or behind his or her own body. It is during this gradual process of development that the child will learn to extend these terms and concepts to objects in space as they relate not to himself but to each other.

B. Positional Relationships

1. Purpose

To understand the location of objects or things in one's environment in relationship to one's self and others.

2. Mobility Concerns

   a. identification of positional relationship of body parts

   b. the ability to move various body parts to demonstrate positional concepts

74

3. Mobility Implication

In order to organize one's environment, a student must first develop positional relationships in terms of his own body. He, therefore, must have an understanding of body parts and be able to identify each part by name. From this basic knowledge, perceptual relationships can be developed. These include concepts such as front, back, top, bottom, between, middle, left, and right, and proceed to more complex relationships such as nearest and farthest.

The application of the meanings of the learned positional terms takes place in the movement of the body parts to demonstrate these relationships, for example, putting one's right hand near the left leg. The positional relationship of proximity - how close objects are in space, as well as separation - how far apart they are, are fundamental to an understanding of space. This knowledge will enable the student to walk a straight line by judging the distance from himself to the curb. It will also help him in making safe street crossings by judging the distance of cars. Understanding relations of proximity is a result of an understanding of positional concepts and is critical to safe and independent travel.

4. Functional Implementation

A student needs to feel that he is the master of his own body; that it will move when, where, and how he wants it to. The development of positional relationships will help build a student's sense of command over his own body. One activity that can be used to demonstrate positional relationships is to hang various objects from a line strung across the classroom. These objects can include a feather duster, a sponge, a wiffle ball, a yo-yo, et cetera. (They should not hang uniformly.) The teacher can ask the student to "stand between the ball and the sponge" or "Which is nearer to you: the yo-yo or the feather duster?"

Teaching Resources: Positions and Body Position Cards are resources that demonstrate positional relationships in pictures. In Positions, the student must describe the relationship of the picture. For the non-verbal student, the teacher can request, "Give me the picture of the dog sitting next to the dog house." In Body Position Cards, a picture of a student (from a front or back position) must be imitated. An accompanying teacher's guide suggests other ways to use this material.

Teaching Resources also has a Directional Mat. This mat resembles a numerical Twister and uses concepts such as right/left, forward, next to, on, et cetera. An accompanying teacher's guide provides suggested activities. The Mat is durable enough and large enough to be used on the playground.

For additional suggestions of resources and/or materials to develop positional concepts, refer to the Resources Listing for Basic Skills - Spatial Concepts.

C. Spatial Relationships

1. Purpose

To link sensory interaction with the environment to develop an objective sense of space.

2. Mobility Concerns

a. ability to move one's self in relationship to other objects and people

b. ability to manipulate objects to form object-to-object relationships

3. Mobility Implication

Cognitive abilities develop as children interact with their environment and develop concepts of space in which visual activity plays an important role. Spatial relationships are, therefore, particularly difficult for visually impaired children to master, especially when distance is involved.

Students use vision to experience, stabilize, control, and monitor an ever-changing environment. For children with a visual loss or a cognitive deficiency, the task of developing and assessing spatial concepts is difficult and time consuming.

As a student becomes in greater control of his environment, he is able to organize the objects in space around him. As we move, the relation of these objects to ourselves and to each other is constantly changing. To become an efficient traveler, the student must develop an awareness of these changing relationships in order to navigate from his immediate location in the environment to his desired destination. When a student travels from one class to the next, he must be aware that he is leaving his original class spatially behind him, along with objects he passes. Development of these skills is critical to maintaining adequate orientation during movement.

The acquisition of well-formed spatial concepts will, eventually, lead to the ability to follow specific routes and plan alternate routes.

4. Functional Implementation

Most special education programs include the teaching of basic spatial concepts - over/under, through, and behind. To relate these concepts to mobility will take some effort on the part of the classroom teacher, for he must provide multiple opportunities and experiences to accurately determine if the students have an understanding of these concepts.

"Move so I am in back of you" and "Face me" are examples of spatial concepts that are necessary for the organization and control of space, yet must be accurately demonstrated to insure understanding.

Learning Concepts: Learning Staircase has pre-school level activities to teach spatial concepts such as here/there, in/not in/out, on/not on/off. Learning Staircase also suggests the teaching of the following spatial relationships in sequence: under, up/down, front/back, beside, top/bottom, between, and through/around. Right/left spatial relationships are not introduced until a child reaches a cognitive level of six years. For example, when teaching the spatial concepts of on, not on, and off (age 4-5), the activity recommends using everyday situations: turning a light on/off or turning the water on/off, with a mastery criteria of 5/5X.

DLM: Spatial Relations Picture Cards are well suited to both verbal and non-verbal students. The student can desribe the spatial relationships depicted on the pictures or can just point to the picture that depicts a specific relationship. It includes 30 colored cards showing the spatial relationships of five different objects.

For additional suggestions of resources and/or materials to help develop spatial relationships, refer to the Resources Listing for Basic Skills - Spatial Concepts.

PROJECT OMNI ACTIVITY CARD

ITM-1

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS MOBILITY

Objective: TO DEVELOP THE CONCEPT OF TRAVEL

Special Considerations

SMR ● EMR ○ HI ● LD ●
TMR ○ PH ● VI ○ ED ○

Discuss with students places they have traveled with their family. This informal discussion should be directed to include:

1. Different modes of transportation. Students should talk about how they got to their destination rather than what they did when they got there.
2. What it was like using the different kinds of transportation, i.e., fun, apprehensive, boring, long, short, et cetera.
3. Ask students what they did while they were traveling on these trips.
4. Explain that going places is called "traveling".
5. Have students bring in pictures of their trip showing how they traveled.

PROJECT OMNI ACTIVITY CARD ITM-2

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS MOBILITY

Objective: TO DEFINE MOBILITY IN RELATIONSHIP TO TRAVEL

Special Considerations

SMR ● EMR ○ HI ○ LD ●

TMR ● PH ● VI ○ ED ●

Discuss with students places they have traveled with their families. Gather pictures of various modes of transportation.

1. Discuss the different modes of transportation students have not experienced.
2. Discuss the reasons for using different types of transportation.
   a. Could you use an airplane to go to the store?
   b. Could you use a bicycle to go to Grandmother's house?
3. Discuss with students why people choose different kinds of transportation. Their choices are often influenced by:
   a. don't have a car or don't drive
   b. don't have access to different kinds of transportation
   c. where they work
   d. where they shop
   e. getting to recreational activities
4. Discuss the concept that learning to travel to different places is "mobility".

PROJECT OMNI ACTIVITY CARD

ITM-3

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS MOBILITY

Objective: TO LEARN THAT TRAVEL IS NECESSARY FOR MANY REASONS

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ● PH ● VI ● ED ○

Review concept of traveling/mobility. Ask students why they should learn to travel. Record answers on a blackboard. Direct a discussion to include:

1. If you learn to travel, when you finish school there are more jobs to choose from.
2. If you learn to travel, there are more place to go to have fun, i.e., the park, playground, movies, zoo, bowling, et cetera.
3. If you learn to travel there are more stores you have access to where you can buy different things.
4. If you learn to travel you can be more independent.
5. If you learn to travel you can develop a greater self-confidence.

PROJECT OMNI ACTIVITY CARD

ITM-4

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS INDEPENDENT TRAVEL

Objective: TO UNDERSTAND THE CONCEPT OF INDEPENDENT TRAVEL

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ● VI ● ED ○

The teacher should ask the students to name all the places they have traveled to alone. Bring out the thought or idea that when you travel safely by yourself you are an "independent traveler".

1. Have the students talk about why you need to be an independent traveler.
2. Have the students draw a picture of themselves or tell a story about themselves in an independent travel situation.

PROJECT OMNI ACTIVITY CARD

ITM-5

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS INDEPENDENT TRAVEL

Objective: TO DEVELOP THE CRITERIA FOR BEING AN INDEPENDENT TRAVELER

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ● VI ● ED ●

Review the pictures or stories depicting students as independent travelers.

1. Tell students there are rules and behaviors that make up an independent traveler.
2. Ask students to make up a list of criteria for being an independent traveler. They should include but are not limited to:
   a. A good traveler always behaves.
   b. A good traveler knows his name, address, and telephone number.
   c. A good traveler knows who to ask for help, if needed.
   d. A good traveler uses good posture and walks correctly.
   e. A good traveler obeys the safety rules indoors and outdoors.
   f. A good traveler knows where to go, why, and how to get there.

PROJECT OMNI ACTIVITY CARD

ITM-6

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS INDEPENDENT TRAVEL

Objective: TO DEVELOP A POSITIVE FEELING ABOUT BEING INDEPENDENT

Special Considerations

SMR ● EMR ○ HI ○ LD ●
TMR ● PH ● VI ● ED ●

This activity must be done with the whole class. Prepare red and green labels to be hung around each of the students' necks. Half the labels should be red and say "DEPENDENT"; the other half of the labels should be green and say "INDEPENDENT".

1. Discuss the rules of this activity.
    a. Students having the red label are dependent and may not go anywhere in class or school by themselves.
    b. Students having the green label are independent and may go anywhere in the class or school by themselves.
2. Give one half of the students in the class red labels and the other half green labels to be worn all day.
3. If a student wearing the red label wants to get out of his seat, he must solicit aid from a student wearing a green label.
4. Repeat this activity the next day reversing roles.
5. Discuss the feelings the students felt in each of the roles.

PROJECT OMNI ACTIVITY CARD

ITM-7

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS INDEPENDENT TRAVEL

Objective: TO DEVELOP AN INDEPENDENT TRAVEL GOAL

Special Considerations

SMR ● EMR ○ HI ○ LD ●

TMR ● PH ● VI ○ ED ●

Review the feelings the students had being labeled "independent" and "dependent" in the previous activity.

1. Talk about the places the students travel independently at home and those places where he or she goes with a friend.
2. Discuss with the student the concept of traveling independently involves many concepts and skills which will be taught in the Indoor and Outdoor Mobility Modules.
3. Ask students to name a place they would like to travel to independently that they now need help to travel to.
    a. Help students in choosing a realistic goal.
4. Record students' responses for future reference.

PROJECT OMNI ACTIVITY CARD

ITM-8

Module: INTRODUCTION TO MOBILITY **Area:** SAFETY

Objective: TO UNDERSTAND THE MEANING OF BEING A PEDESTRIAN

Special Considerations

SMR ●	EMR ○	HI ○	LD ●
TMR ○	PH ●	VI ●	ED ●

The teacher should show pictures of people walking.

1. Direct a discussion about the pictures of people walking.
   a. where they are walking (sidewalk)
   b. why they might be walking
2. Talk about places where the students walk.
3. Ask if anyone knows another name for "walker".
4. Write the word "pedestrian" on a card or the chalkboard.
5. Reinforce the concept that a person who walks is a traveler and that a walking traveler is a pedestrian.

PROJECT OMNI ACTIVITY CARD

ITM-9

Module: INTRODUCTION TO MOBILITY **Area:** SAFETY

Objective: TO WRITE A LIST OF INDOOR PEDESTRIAN SAFETY RULES

Special Considerations

SMR ● EMR ○ HI ○ LD ●

TMR ○ PH ● VI ○ ED ●

Use a blackboard or any other resource to complete this activity.

1. Review definition of pedestrian.
2. Ask students to suggest pedestrian safety rules to be observed in an indoor environment. The list should include but is not limited to:
   a. enter and exit doors on the right
   b. walk on the right side of the halls
   c. do not push or shove
   d. do not run in hallways
   e. do not litter, loiter, or linger
   f. utilize handrails/railings when ascending or descending stairs
   g. use good posture and gait
3. Discuss the safety involved with all the rules.

PROJECT OMNI ACTIVITY CARD

ITM-10

Module: INTRODUCTION TO MOBILITY **Area:** SAFETY

Objective: TO RECOGNIZE COMMON SIGNS WHICH HELP PEDESTRIANS TRAVEL INDOORS

Special Considerations

SMR ○ EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

The teacher should compile a list of signs found within the school. (Refer to Resources Listing for materials.)

1. Review indoor pedestrian rules from previous activity.
2. Show examples of signs found in the school. Discuss with students the colors, shapes, meaning, and location of each of the signs, i.e., "Would you find an exit sign over a window - why not?" or "Would you find a sign for elevator in the bathroom?"
3. Take a walk in the school to locate the various signs.
4. Make sure students demonstrate the safety rules developed in the previous activity.

PROJECT OMNI ACTIVITY CARD

ITM-11

Module: INTRODUCTION TO MOBILITY **Area:** SAFETY

Objective: TO WRITE UP A LIST OF OUTDOOR PEDESTRIAN SAFETY RULES

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ● VI ○ ED ○

Use a blackboard or any other resource to complete this activity.

1. Review definition of a pedestrian.
2. Ask students to suggest pedestrian rules to be observed in an outdoor environment. They should include but are not limited to:
   a. Do not leave toys, bikes, et cetera on the driveway or sidewalk.
   b. Do not chase balls or toys into the street.
   c. Do not run barefooted.
   d. Watch for moving cars in driveways.
   e. Walk on the sidewalk.
   f. Don't talk to strangers.
   g. Use good posture and gait.
   h. Don't run out between two parked cars.
3. Discuss the safety involved with all of these rules.

PROJECT OMNI ACTIVITY CARD

ITM-12

Module: INTRODUCTION TO MOBILITY **Area:** SAFETY

Objective: TO RECOGNIZE COMMON SIGNS WHICH HELP PEDESTRIANS TRAVEL SAFELY OUTDOORS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ● ED ○

The teacher should compile a list of signs found in the school neighborhood. (Refer to the Resources Listing for materials to borrow.)

1. Review outdoor pedestrian safety rules from previous activity.
2. Show examples of signs students might encounter in the outdoor school neighborhood.
3. Discuss the meaning and location of signs. Discuss if the signs are for pedestrians, vehicles, or both.
4. Make a list of signs that relate to pedestrians.
5. Take a walk in the school neighborhood to locate the signs.
6. Reinforce safety rules as you walk in the school neighborhood.

PROJECT OMNI ACTIVITY CARD

ITM-13

Module: INTRODUCTION TO MOBILITY **Area:** SAFETY

Objective: TO REVIEW PEDESTRIAN SAFETY RULES FOUND IN INDOOR AND OUTDOOR ENVIRONMENTS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Compile all the safety rules found in indoor and outdoor environments. See Activities ITM-9 and ITM-11.

1. Talk about the safety rules one at a time.
2. Ask students if the safety rule was applicable to an indoor environment, an outdoor environment, or both.
3. Discuss the reasons for having the safety rules.
4. Have the students draw a picture or tell a story of a safety rule.

PROJECT OMNI ACTIVITY CARD

ITM-14

Module: INTRODUCTION TO MOBILTIY **Area:** SAFETY

Objective: TO REVIEW PEDESTRIAN SIGNS FOUND IN INDOOR AND OUTDOOR ENVIRONMENTS

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ○ VI ● ED ○

Compile all the signs for pedestrians found in indoor and outdoor environments. See Activities ITM-10 and ITM-12.

1. Present signs one at a time to the class.
2. Ask students if the sign was found indoors or outdoors.
3. When the correct response is given, elicit:
    a. where the sign was located
    b. what the sign tells us
4. Have students think of one of the signs. Tell the student he or she can only answer "yes" or "no" to the questions asked by his or her classmates in order to guess the sign being thought of.
    a. Is it found indoors?
    b. Is it round?

PROJECT OMNI ACTIVITY CARD

ITM-15

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS ORIENTATION

Objective: TO LEARN TO ATTEND TO ENVIRONMENTAL STIMULI BY USING ALL SENSES

Special Considerations

SMR ●	EMR ○	HI ○	LD ●
TMR ●	PH ○	VI ●	ED ●

The teacher should take a walk with the students in both an indoor and an outdoor environment to a specific location.

1. During the walk, the teacher should direct the students to specific objects in the environment, including signs, symbols, and other pedestrians.

2. After returning to the classroom, have the students talk about things they saw. Their responses can be recorded on an experience chart.

3. Have the students sequence the various things they observed along the way and describe them in terms of sensory experiences.
   a. Visually - saw trees, signs, people, cars, et cetera
   b. Auditorally - traffic, cafeteria noise, et cetera
   c. Tactually - carpets, sidewalk gradients, et cetera
   d. Olfactory - smelled garbage cans, cafeteria odors, et cetera

4. Tell the students that paying attention to the environment will help a person know where he is and if he has reached his destination.

PROJECT OMNI ACTIVITY CARD

ITM-16

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS ORIENTATION

Objective: TO UNDERSTAND THE CONCEPT OF "LOST"

Special Considerations

SMR ○ EMR ○ HI ○ LD ●

TMR ○ PH ○ VI ● ED ○

The teacher should utilize a chalkboard or any other available resource for this activity.

1. Discuss the concept of "lost" with the student.
   a. An object or possession can be lost.
   b. A dog or cat can be lost.
   c. A person driving a car can be lost.
   d. A pedestrian can be lost.
2. Ask students to share experiences about people or objects being lost. Record them on the chalkboard.
3. Have students tell you what they did when they were lost or when they lost something.
4. Discuss the feelings the students felt when they were lost or something was lost.

PROJECT OMNI ACTIVITY CARD

ITM-17

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS ORIENTATION

Objective: TO MAKE A LIST OF RULES TO FOLLOW IF LOST

Special Considerations

SMR ●	EMR ○	HI ○	LD ●
TMR ●	PH ●	VI ●	ED ○

The teacher should use a chalkboard or any other source to complete this activity.

1. Review the various solutions students related about being lost (see Activity ITM-16).
2. Select the best ones to start making a list of rules to follow when lost.
3. Ask students for additional suggestions and write the rules on the chalkboard. They should include but are not limited to:
   a. know where you are going
   b. carry identification
   c. carry enough money to telephone for help (have phone numbers written down)
4. Have students role play getting lost and act out what they would do.

PROJECT OMNI ACTIVITY CARD

ITM-18

Module: INTRODUCTION TO MOBILITY **Area:** WHAT IS ORIENTATION

Objective: TO UNDERSTAND THE MEANING OF ORIENTATION

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

This activity will utilize sensory skills (see ITM-12) that help establish one's position in the environment.

1. Take a walk to a part of the school, i.e., gym or cafeteria. Ask the students how they knew when to stop.
   a. Was there a sign?
   b. Was it easily identifiable by sound, odor, vision, et cetera?
   c. Was it easy to locate?
2. Walk back to the classroom. Ask the students how they knew it was the correct class.
   a. Were there pictures, room number, name, et cetera?
   b. Was the room located next to something, i.e., a fire extinguisher, a water fountain, et cetera?

NOTE: This activity leads directly into Indoor Mobility, where it begins with the concept of landmarks and their utilization to establish orientation.

PROJECT OMNI ACTIVITY CARD

ITM-19

Module: INTRODUCTION TO MOBILITY **Area:** EVALUATION

Objective: TO DEMONSTRATE AN UNDERSTANDING OF BEING AN INDEPENDENT TRAVELER

Special Considerations

SMR ○ EMR ○ HI ○ LD ●

TMR ○ PH ● VI ○ ED ○

The teacher will be giving the students "GO" buttons or tags after a weekly record is kept where the students have demonstrated their understanding of the skills and concepts found in this module.

1. Review module concepts, i.e., what is mobility, what is independent travel, what is orientation, what is a safe traveler.
2. Using the attached checklist, evaluate each student's understanding of the skills and concepts found in this module.
3. Upon demonstrating an understanding of the skills and concepts found in this module checklist, issue the student(s) a "GO" button or a certificate of understanding, enabling the student(s) to proceed to Module II, Indoor Mobility.
4. Make every effort to evaluate each student on an individual basis. In addition, "GO" buttons should be distributed in such a way as to motivate the student(s) to proceed to the next module.

Student's Name: ____________________ ITM-19A

INTRODUCTION TO MOBILITY

EVALUATION

Directions: Please place the appropriate number or symbol in the box provided.

Criteria:
0 - unable to exhibit behavior
1 - exhibits behavior only when prompted
2 - independently able to exhibit behavior, but inconsistent
3 - consistently exhibits behavior in appropriate environments
NA - not applicable (indicate reason in Comment section)

	Dates:		Comments:
1. identifies pedestrian signs indoors			
2. identifies pedestrian signs outdoors			
3. obeys indoor safety rules			
4. obeys outdoor safety rules			
5. behaves acceptably in the school environment			
6. organizes sensory information			
7. maintains attention while walking			
8. uses good posture consistently			
9. uses proper gait consistently			
10. knows the meaning of being an independent traveler			
11. does not get lost in familiar environments			
12. carries minimal identification and knows how to use it			
13. understands the meaning of "mobility"			

Certificate of Achievement

This award of distinction is presented

To ______________________________

For Superior Achievement & Excellence of
Performance in Project OMNI

This ____ *day of* ________________, 19___

Signed _________________________

118 119

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PROJECT OMNI ACTIVITY CARD IDM-LM-1

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO UNDERSTAND THE PURPOSE OF LANDMARKS

Special Considerations

SMR ●	EMR ○	HI ○	LD ○
TMR ●	PH ○	VI ●	ED ○

Discuss with the class or student what a "landmark" is: any familiar object, sound, odor, temperature, or tactual clue that is (a.) easily recognizable, (b.) unique, and (c.) has a known permanent location.

1. Offer examples found in the classroom and show how they meet the above criteria.
2. Discuss the purpose of using landmarks: Landmarks can tell you if you are in the right place ("Meet me at the water fountain.") or where something is located ("Mary's house has the big tree in front.").
3. Have the student(s) name every object in the room that might possibly be a landmark.
4. Record this list on a chart or the blackboard for future use.

PROJECT OMNI ACTIVITY CARD IDM-LM-2

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO UNDERSTAND THAT LANDMARKS HAVE UNIQUE CHARACTERISTICS AND ARE EASILY RECOGNIZED

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

Review the characteristics of landmarks, emphasizing that they must be easily recognized.

1. From the list developed in activity IDM-LM-1, make a second list of those objects on it that meet the criteria of having unique characteristics and are easily recognized (retain this list for future use).
2. From the list of objects having unique characteristics that was just developed, have the students tell why they chose the objects on it. Use the following list of questions to elicit responses if needed:
   a. Was the object chosen because of its size?
   b. Was the object chosen because of its color?
   c. Was the object chosen because of where it is found or its unique position?
   d. Was the object chosen because it is the only object like it in the classroom?
3. Discuss with the students that size, color, position, and uniqueness are characteristics of an object that are easily recognized and help in choosing good landmarks.

PROJECT OMNI ACTIVITY CARD IDM-LM-3

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO UNDERSTAND THAT LANDMARKS MUST BE IN A PERMANENT LOCATION

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Using the lists developed in Activity Card IDM-LM-2, review with the class the characteristics of a landmark. (A landmark is any familiar object, sound, odor, temperature, or tactual clue that is easily recognized, is unique, and has a known permanent location in the environment.)

1. Discuss the definition of the word "permanent" and give examples, such as a house is permanent, but the people in the house are not.
2. Using the list of classroom objects developed in Activity IDM-LM-2, ask the student(s) to choose the objects that are permanent.
3. Make a list of the chosen objects. Explain to the student(s) that these objects are good objects to use as possible landmarks. Retain this list for future use.
4. Discuss with the student that this is an important characteristic when choosing a landmark - a landmark must be in a permanent location.

PROJECT OMNI ACTIVITY CARD

IDM-LM-4

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO IDENTIFY CLASSROOM LANDMARKS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Have the students describe what a landmark is and how they are used when traveling. Reinforce this concept as needed. If the students cannot demonstrate correct understanding of these concepts, refer to earlier activities and repeat as needed.

1. Display the lists developed in activities IDM-LM-2 and IDM-LM-3.
2. Have the students identify those objects that are found on both lists.
3. Make a final listing of all classroom landmarks that were found on both lists. (Retain this list for future use.)
4. Compare this final list of classroom landmarks with the list made in IDM-LM-1. Have the students discuss why there are more items on the initial lists. (They did not all meet criteria.) Have them give reasons why these items are not good landmarks and why the final items chosen as classroom landmarks are good landmarks.

PROJECT OMNI ACTIVITY CARD

IDM-LM-5

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO PRACTICE LOCATING CLASSROOM LANDMARKS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ● VI ● ED ○

A flashlight will be required to conduct this activity. All landmarks chosen for this activity should be presented in the proper classroom orientation, for example, shine the light on the landmark that tells you where the front of the classroom is. This process should also be reversed; for example, what does the "desk" tell us?

1. Review the list of classroom landmarks developed in IDM-LM-4.
2. Have the students practice identifying specific landmarks by pointing to them.
3. Darken the room and give one student the flashlight.
4. Identify a classroom landmark according to the above directions. Have the student turn toward the landmark and shine the flashlight on it.
5. Repeat with various classroom landmarks until the student's accuracy is 100 percent for five different landmarks.

PROJECT OMNI ACTIVITY CARD

IDM-LM-6

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO PREPARE A MAP OF THE CLASSROOM IDENTIFYING CLASSROOM LANDMARKS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ● ED ○

Using the blackboard or any available resource (bulletin board, flannel board), make an outline map of the classroom.

1. Discuss with the student the size and shape of the room.
2. Ask the students to identify the possible location of doors and windows on the map outline. Discuss a way they could be represented on the map.
3. Using the list of classroom landmarks as developed in Activity Card IDM-LM-4, mark the location of all classroom landmarks on the outline map.
4. Transfer this map onto a ditto master so it can be used for later activities. If possible, have one copy laminated so it can be drawn upon.

PROJECT OMNI ACTIVITY CARD

IDM-LM-7

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO DETERMINE POSITIONAL AND SPATIAL RELATIONSHIPS OF LANDMARKS IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ●

TMR ● PH ● VI ● ED ○

Prepare cards with either pictures of classroom landmarks or names of classroom landmarks.

1. Give student a landmark card and ask him to move next to the real landmark, in front of it, behind it, near it, and beside it.
2. Give student two landmark cards and ask him
   a. Which landmark is closer to you?
   b. Which landmark is closer to the teacher?
3. Pick a point or points in the room and ask the student
   a. Which classroom landmark is next to _____?
   b. Which classroom landmark is closest to _____?
   c. Which classroom landmark is behind _____?
   d. Which classroom landmark is farthest from _____?
4. Repeat until the student has demonstrated an understanding of these relationships.

PROJECT OMNI ACTIVITY CARD

IDM-LM-8

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO IDENTIFY LANDMARKS WITHIN THE SCHOOL BUILDING

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ● PH ● VI ● ED ○

Review the characteristics of a landmark with the students. Begin the activity on the floor of the school that your classroom is located on.

1. Tell the students that you are going to identify possible landmarks on the floor of the building where their class is located.
2. Take a walk with the students and record their suggestions of possible landmarks in a manner similar to IDM-LM-1 (exit signs, bulletin boards, carpeted areas, odor from cafeteria, et cetera).
3. Return to the class, review all the suggestions, and determine as a group if they meet the criteria of a landmark.
4. Make a complete list of landmarks on this floor.
5. Repeat the activity for all other floors of the building.
6. Compare the lists from the various floors. Have the student(s) determine if there are any similar landmarks on different floors.

PROJECT OMNI ACTIVITY CARD

IDM-LM-9

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO PREPARE A MAP OF EACH FLOOR OF THE BUILDING

Special Considerations

SMR ● EMR ○ HI ● LD ○

TMR ● PH ○ VI ● ED ○

Prior to starting this activity, secure a map of the building, if one is available. This will help to determine the size and shape of floors of the building. Using the blackboard (or any other resource, such as bulletin board, flannel board, et cetera), draw an outline map of the floor of the building on which your class is located.

1. Discuss with the students the size and shape of the corridors.
    a. Discuss the length of the halls as they compare to each other.
2. Have the students identify possible locations of landmarks identified in IDM-LM-8 and how they can be represented on the map.
3. Using the list of landmarks developed in activity IDM-LM-8, mark the location of all landmarks on the outline map.
4. Transfer this large map onto a ditto master so that it can be used in future activities.

PROJECT OMNI ACTIVITY CARD IDM-LM-10

Module: INDOOR MOBILITY **Area:** LANDMARKS

Objective: TO DETERMINE POSITIONAL AND SPATIAL RELATIONSHIPS OF LANDMARKS FOUND IN THE BUILDING

Special Considerations

SMR ● EMR ● HI ○ LD ●
TMR ● PH ○ VI ● ED ○

Prepare cards with either pictures of building landmarks or names of building landmarks.

1. Give the student a landmark card and ask him or her to move next to the actual landmark, in front of it, behind it, near it, and beside it.
2. Give student two landmark cards and ask him
   a. Which landmark is closer to you?
   b. Which landmark is closer to the teacher?
3. Pick a point or points in the building and ask the student
   a. Which building landmark is next to _____?
   b. Which building landmark is closest to _____?
   c. Which building landmark is behind _____?
   d. Which building landmark is farthest from _____?
4. Repeat until the student has demonstrated an understanding of these relationships.

PROJECT OMNI ACTIVITY CARD

IDM-LM-11

Module: INDOOR MOBILITY	**Area:** LANDMARKS	**Special Considerations**	
Objective: TO RECALL LANDMARKS WITHIN THE BUILDING USING VISUAL MEMORY		SMR ● EMR ○ HI ○ LD ●	
		TMR ● PH ○ VI ○ ED ○	

Plan a trip to a familiar area in the school, i.e., cafeteria, gym, or library.

1. Ask the student to use their memory to recall the landmarks they will pass along the way. Record answers.
2. Ask the student to put the landmarks in the proper sequence.
3. Verify the student's answers by taking a walk to the destination used in the activity.
4. Repeat this activity for the return to the classroom. Emphasize that all landmarks were in reverse order.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-12

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO DETERMINE THE DIFFERENCES BETWEEN A STRAIGHT LINE AND OTHER LINES

Special Considerations

SMR ● EMR ○ HI ● LD ○

TMR ● PH ● VI ● ED ○

Using paper and bold-line markers, draw several kinds of bold lines, one of which should be a straight line.

1. Show the student(s) which one is straight.
2. Discuss the differences between the straight line and the others. Establish what making something "straight" means.
3. Have the student(s) trace the straight line.
4. Have the student(s) draw a straight line on the blackboard and then with a marker on paper.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-13

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ STRAIGHT LINE	**Special Considerations**
Objective: TO IDENTIFY STRAIGHT LINES	SMR ● EMR ○ HI ○ LD ○ TMR ● PH ● VI ● ED ○

Using paper and bold-line markers, prepare worksheets having a variety of lines.

1. Review parameters of straight lines (Activity Card IDM-RSL-12).
2. Ask student(s) to draw straight lines on the blackboard or with markers on paper.
3. Give each student a worksheet containing a variety of lines.
4. Tell each student to mark all the lines that are straight.
5. Review the correct responses with the student(s).
6. Repeat this activity with a variety of worksheets until the student(s) have mastered the concepts.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-14

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO TRAVEL A STRAIGHT LINE BETWEEN OBJECTS

Special Considerations

SMR ●	EMR ○	HI ○	LD ○
TMR ○	PH ●	VI ○	ED ○

Arrange several pieces of classroom furniture so that a straight path is formed between them.

1. Show the student the path between the furniture. Instruct the student that the path forms a straight-line route. Demonstrate how to travel a straight path.
2. Ask the student to travel a straight-line route between the objects.

NOTE: This is a good time to start praising those students who exhibit good posture while walking the straight path.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-15

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO TRAVEL A STRAIGHT-LINE ROUTE BETWEEN TWO LINES ON THE FLOOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ● VI ● ED ○

In the classroom or any large area, put two long pieces of tape on the floor, creating a straight-line path.

1. Explain to the student(s) that each line is straight and if he or she walks in between the lines that he or she will be walking a straight-line path. Demonstrate how to travel in a straight line.
2. Ask the student to travel a straight-line path, staying between the lines on the floor.

NOTE: Remind students to keep their head up while walking and not to shuffle their feet.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-16

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO TRAVEL A STRAIGHT-LINE ROUTE WITHOUT AN OBJECTIVE

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ● VI ○ ED ○

Ask the student to "travel straight ahead until I tell you to stop." No objective should be used so that the student is demonstrating the ability to walk straight and not the ability to move to an object.

1. Begin with short distances (five to ten feet) in an uncluttered area.
2. Increase the distances gradually to approximately 100 feet, still remaining in an uncluttered area.
3. Move to a more cluttered area/one with more distractions, and repeat activities 1 and 2 above.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-17

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO TRAVEL A STRAIGHT-LINE ROUTE TO A SPECIFIC OBJECTIVE

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Prepare an area in the classroom where the student can complete a straight-line route free of obstacles. Begin with a 20 foot route.

1. Position the student(s) at a starting point in the classroom and give him a visual objective.
2. Give the student a written message to be delivered at the end of the route.
3. Have the student travel the straight-line route and complete the activity by delivering the message.
4. Repeat with longer routes (in a larger area) after proficiency has been demonstrated in the classroom. Try to increase the route to 100 feet.

NOTE: For students in wheelchairs, you may have to use a larger area, such as the gym, from the beginning.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-18

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO TRAVEL A STRAIGHT-LINE ROUTE USING A MAP OF THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ● VI ● ED ○

Draw a straight-line route on the map of the classroom (see Activity Card IDM-LM-6).

1. Show the student(s) the map and explain that the line represents a route that he or she will be walking in the classroom.
2. Have the student "walk" the route on the map with his or her fingers, naming the landmarks along the way.
3. Have the student(s) travel the prescribed route in the classroom.

NOTE: If done as a small group activity, while one student is performing the task, the others can evaluate if it was done correctly.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-19

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO TRAVEL A STRAIGHT-LINE ROUTE AND REVERSE IT IN THE CLASSROOM USING A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ● VI ● ED ○

Review Activity Card IDM-RSL-18. Using the map and route from this activity:

1. Repeat the activity.
2. Show the student how to reverse the route on the map of the classroom.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-20

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO FOLLOW DIRECTIONS FOR A STRAIGHT-LINE ROUTE AND REVERSE IT IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Give the student directions for a straight line in the classroom. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches his or her objective by returning to the starting point using the same route.
3. Discuss with the student how all landmarks encountered were in reverse order on the return trip.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-21

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO WALK A STRAIGHT LINE IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Locate an area of the building where the student(s) can complete a straight-line route. Choose an objective; one of the landmarks where the student will stop.

1. Have the student walk to the objective and stop.
2. Discuss the similarities with the straight-line routes traveled in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-22

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO TRAVEL A STRAIGHT-LINE ROUTE USING A MAP OF THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ● VI ● ED ○

Draw a straight-line route on the map of the corridor (see Activity Card IDM-LM-9).

1. Show the student(s) the map and explain that the line represents a route that he or she will be walking in the corridor.
2. Have the student "walk" the route on the map with his or her fingers, naming the landmarks along the way.
3. Have the student travel the prescribed route in the corridor.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-23

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ STRAIGHT LINE	**Special Considerations**
Objective: TO TRAVEL A STRAIGHT-LINE ROUTE AND REVERSE IT IN THE CORRIDOR USING A MAP	SMR ● EMR ○ HI ○ LD ○ TMR ○ PH ● VI ● ED ○

Review Activity Card IDM-RSL-22. Using the map and route from this activity:

1. Repeat the activity.
2. Show the student how to reverse the route on the map of the corridor.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route in the corridor.

PROJECT OMNI ACTIVITY CARD

IDM-RSL-24

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ STRAIGHT LINE

Objective: TO FOLLOW DIRECTIONS FOR A STRAIGHT-LINE ROUTE AND REVERSE IT IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ● LD ●

TMR ● PH ○ VI ○ ED ○

Give the student directions for a straight-line route in the corridor. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches his or her objective by returning to the starting point using the same route.
3. Discuss with the student how all landmarks were encountered in reverse order on the return trip.

PROJECT OMNI ACTIVITY CARD

IDM-RTI-25

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ INTERSECTIONS

Objective: TO DEMONSTRATE AN UNDERSTANDING OF INTERSECTING HALLWAYS

Special Considerations

SMR ● EMR o HI ● LD o
TMR ● PH ● VI ● ED o

Use the blackboard or any other resource to complete this activity.

1. Discuss with the student that there are three basic ways that two hallways can meet and/or intersect:
   a. two hallways can end at the same spot, forming an L -shaped intersection
   b. one hallway can end in the center of the second hallway, forming an intersection shaped like a "T"
   c. two hallways can pass through each other and continue on, forming a "plus" or a "cross"
2. Draw examples of these intersections and have the student(s) label them.
3. Prepare worksheets demonstrating these types of intersecting hallways so the student(s) can practice identifying them.

PROJECT OMNI ACTIVITY CARD IDM-RTI-26

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ INTERSECTIONS

Objective: TO LABEL INTERSECTING HALLWAYS ON A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ● VI ● ED ○

Plan to use copies of the map of the hallways (IDM-LM-9), and if available, the school. Make copies for each student.

1. Review the three types of intersections.
2. Using the maps of the hallway(s), have the student(s) identify all intersections. Discuss which type of intersections were found.
3. On the map of the school, have the student(s) circle all the places that are intersections. If the student is able, have him label the intersecting corridors as +, T, or L. Review with the students.

PROJECT OMNI ACTIVITY CARD

IDM-RTI-27

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ INTERSECTIONS

Objective: TO IDENTIFY INTERSECTING HALLWAYS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Have the student walk around the school, stopping at all the places where hallways intersect.

1. If the student is able, have him or her name the shape of each intersecting hallway as being T, L, or +.

PROJECT OMNI ACTIVITY CARD

IDM-RTI-28

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ INTERSECTIONS

Objective: TO DEMONSTRATE A USAGE OF INTERSECTING HALLWAYS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Demonstrate how many possible turns can be made at various intersecting hallways.

1. Walk around the building finding examples of the three types of intersecting hallways.
2. At each of the three basic intersections (T, L, or +), show the student(s) the possible choices he or she has in changing his direction of travel.
    - a. L-shaped - no choice, one turn
    - b. T-shaped - two choices, one turn
    - c. +-shaped - three choices of direction, one turn

PROJECT OMNI ACTIVITY CARD

IDM-RTI-29

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ INTERSECTIONS

Objective: TO DEMONSTRATE THE USAGE OF INTERSECTING HALLWAYS ON A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ○ VI ● ED ○

Use the map of the hallway as developed in IDM-LM-9 for this activity.

1. Select an L-shaped intersection found on the map. Give the student a starting point and objective and have the student locate them on the map.
2. Have the student "walk" from the starting point to the intersection using his fingers.
3. At the intersection on the map, have the student indicate the direction of travel(s) he or she should take to reach the objective.
4. Repeat the above for T- and +-shaped intersections.
5. If the student(s) make(s) an incorrect choice, have him or her explain why he or she made his or her choice. Show the student the correct choice and repeat the activity with similar shaped intersections until proficiency is demonstrated.

PROJECT OMNI ACTIVITY CARD

IDM-RTI-30

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ INTERSECTIONS

Objective: TO DEMONSTRATE THE USAGE OF INTERSECTING HALLWAYS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Before proceeding, proficiency in Activity IDM-RTI-29 must be demonstrated.

1. Repeat Activity IDM-RTI-29 in the hallway without using the map.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-31

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/
ONE TURN

Objective: TO DEVELOP THE ABILITY TO MAKE RIGHT TURNS

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ● PH ○ VI ● ED ○

In the classroom, position the student in the middle of the classroom.

1. Have the student identify his right hand.
2. Instruct the student to raise his right arm to the side of his or her body and point to an object on the right side of the room.
3. Have the student turn and face the object that was pointed to.
   a. Try and have the student(s) point to objects that would require the student(s) to make a 90-degree turn.
4. Discuss with the student that he or she has made a right turn. The student may have to be physically turned at first.
5. Repeat with students facing in different directions until he or she can demonstrate proficiency.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-32

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ ONE TURN

Objective: TO DEVELOP THE ABILITY TO MAKE LEFT TURNS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

After the student has learned to identify his right hand and make right turns as developed in the previous activity:

1. In the classroom, have the student stand up and identify his or her left hand.
2. Instruct the student to raise his or her left arm to the side of his or her body and point to an object on the left side of the room.
3. Have the student turn and face the object that was pointed to.
   a. Try and have the student point to objects that would require students to make a 90-degree turn.
4. Discuss with the student that he or she has made a left turn. The student may have to be physically turned at first.
5. Repeat with students facing in a different direction until the students can demonstrate proficiency.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-33

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO PRACTICE THE ABILITY TO MAKE RIGHT AND LEFT TURNS

Special Considerations

SMR ●	EMR ○	HI ●	LD ○
TMR ●	PH ●	VI ○	ED ○

This activity is best done with a group and accompanied by music.

1. The teacher should lead the "parade" by marching to music, and the students should follow behind in single file.
2. As the teacher encounters obstacles, he or she should direct the parade by using right and left turns.
   Example: "Right turn at the desk."
   "Left turn at wall."
3. Students should repeat the direction as they turn right or left.
4. Repeat the activity having various students lead the parade.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-34

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO INDEPENDENTLY DEMONSTRATE THE ABILITY TO MAKE RIGHT AND LEFT TURNS

Special Considerations

SMR ● EMR ○ HI ● LD ○

TMR ○ PH ○ VI ○ ED ○

Play a game of "Simon Says" in the classroom.

1. On the command of "Simon says to...", the teacher should include:
   "...turn right."
   "...turn left."
   "...raise right hand."
   "...raise left hand."
   "...walk a straight line for ___ steps."
   "...walk a straight line for ___ steps and turn right/left."
   "...look right."
   "...look left."
   "...face right."
   "...face left."

PROJECT OMNI ACTIVITY CARD

IDM-ROT-35

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ ONE TURN

Objective: TO IDENTIFY A LINE WITH ONE TURN

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Using the blackboard, draw several different kinds of bold lines (only one of which should have a 90-degree angle).

1. With a small group of students, show them which line turns to the right (or left).
2. Discuss the differences between the line with the angle and the other lines. Explain how the line "turns to the right (or left)."
3. Give student a chance to go up to the blackboard and draw a line with a turn.
4. Ask student if he or she drew a right or left turn.
5. Individual worksheets can be prepared for the student to provide more practice.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-36

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO TRAVEL A ROUTE WITH ONE TURN IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ● VI ○ ED ○

In the classroom, position the student so that a route with one turn can be completed free of obstacles.

1. Position the student at the starting point and give him or her a visual objective (a door, a window, an exit sign).
2. Give the student an object to take to the objective.
3. Choose a landmark for the student to make the turn at.
4. Instruct the student to walk a straight line until he or she gets to the landmark, make a right turn, and walk to the objective.
5. Have the student repeat the directions and then travel the route.
6. Repeat for left turn.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-37

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO TRAVEL A ROUTE WITH ONE TURN IN A LARGE ROOM

Special Considerations

SMR ●	EMR ○	HI ○	LD ○
TMR ●	PH ●	VI ○	ED ○

In a large room (gym, cafeteria, library), position the student so that a route can be completed free of obstacles.

1. Position the student at the starting point and give him or her a visual objective (a door, a window, an exit sign).
2. Give the student an object to take to the objective.
3. Choose a landmark for the student to make the turn at.
4. Instruct the student to walk a straight line until he or she gets to the landmark, make a right turn, and walk to the objective.
5. Have the student repeat the directions and then travel the route.
6. Repeat for left turn.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-38

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO TRAVEL A ROUTE WITH ONE TURN USING A MAP OF THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ● VI ● ED ○

Draw a route with one turn on the map of the classroom developed in Activity Card IDM-LM-6.

1. Show the student the map and that the line on the map represents the route that the student will be walking in the classroom.
2. Have the student "walk" the route on the map with his fingers, naming landmarks along the way.
3. Have the student travel the route in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-39

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO TRAVEL A ROUTE WITH ONE TURN AND REVERSE IT IN THE CLASSROOM USING A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ● VI ● ED ○

Review Activity Card IDM-RSL-18. Using the map and route from this activity:

1. Repeat the activity.
2. Show the student how to reverse the route on the map of the classroom.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-40

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH ONE TURN AND REVERSE IT IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ●

TMR ● PH ○ VI ○ ED ○

Give the student directions for a route with one turn in the classroom. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches his or her objective by returning to the starting point using the same route.
3. Discuss with the student how the turns were in the opposite direction and all landmarks encountered were in reverse order on the return trip.
4. Repeat activity with the opposite turn.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-41

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO TRAVEL ROUTE WITH ONE TURN IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ● LD ●
TMR ● PH ○ VI ○ ED ●

Locate an area of the building where the student(s) can complete a route with one turn. Choose an objective; one of the landmarks where the student will stop.

1. Have the student walk to the objective and stop.
2. Discuss the similarities with the routes with one turn traveled in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-42

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: TO TRAVEL A ROUTE WITH ONE TURN USING A MAP OF THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ● VI ● ED ○

Draw a route with one turn on the map of the corridor (see Activity Card IDM-LM-9).

1. Show the student(s) the map and explain that the line represents a route he or she will be traveling in the corridor.
2. Have the student "walk" the route on the map with his or her fingers, naming the landmarks along the way.
3. Have the student travel the prescribed route in the corridor.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-43

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ONE TURN

Objective: STUDENT WILL TRAVEL A ROUTE WITH ONE TURN USING A MAP OF THE CORRIDOR AND REVERSE IT

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ● VI ● ED ○

Review Activity Card IDM-ROT-42. Using the map and route from this activity:

1. Repeat activity IDM-ROT-42.
2. Show the student how to reverse the route on the map of the corridor.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route in the corridor.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-44

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/
ONE TURN

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH ONE TURN AND REVERSE IT IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ●
TMR ● PH ● VI ○ ED ○

Give the student directions for a route with one turn in the corridor. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches his or her objective by returning to the starting point using the same route.
3. Discuss with the student how the turns were in the opposite direction and all landmarks encountered were in reverse order on the return trip.
4. Repeat with opposite turns.

PROJECT OMNI ACTIVITY CARD

IDM-ROT-45

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL, ONE TURN

Objective: USING VISUAL MEMORY, TO RECALL LANDMARKS IN THE CORRECT SEQUENCE ON A FAMILIAR ROUTE

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ● VI ○ ED ○

Give the student directions for a route with one turn and have him or her walk the route. Tell the student to pay attention to all the landmarks along the way so the he or she can recall them at the end of the route in sequence.

1. Give the student a route with one turn, but do not remind the student about recalling the landmarks. At the end of the route, ask the student to recall the landmarks passed in the proper sequence.
2. Give the student an unfamiliar route with one turn, but do not remind the student about recalling landmarks. At the end of the route, ask the student to recall the landmarks passed in the proper sequence.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-46

Module:	INDOOR MOBILITY	**Area:**	ROUTE TRAVEL/ TWO TURNS
Objective:	TO TRAVEL A ROUTE WITH TWO TURNS IN THE SAME DIRECTION IN THE CLASSROOM		

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Structure an area in the classroom where a student can walk a route with two turns in the same direction. Choose an objective for the student. Landmarks should be identified at locations where the turns are to be made.

1. Have the student walk to the first identified landmark and turn right.
2. Have the student continue walking to the second landmark and turn right.
3. Have the student complete the route by walking to the objective.
4. Repeat for left turns.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-47

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH TWO TURNS IN THE SAME DIRECTION IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Structure an area free of obstacles in the classroom where the student can complete a route with two turns in the same direction.

1. Provide the student with directions and landmarks to make appropriate turns.
2. Have the student repeat the directions.
3. Have the student follow the directions and travel the route independently.
4. Repeat with different directions until the student demonstrates proficiency.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-48

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN THE SAME DIRECTION USING A MAP OF THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Draw a route with two turns in the same direction on the map of the classroom developed in Activity Card IDM-LM-6.

1. Explain to the student that the line on the map represents the route that the student will be traveling in the classroom.
2. Have the student "walk" the route with his fingers, naming landmarks along the way.
3. Have the student travel the route in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-49

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN THE SAME DIRECTION AND REVERSE IT USING A MAP OF THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Review Activity Card IDM-RTT-48. Using the map and route from the activity:

1. Repeat the activity.
2. Show the student how to reverse the route on the map of the classroom. Explain how the turns are in the opposite direction from the first time the route was traveled.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-50

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH TWO TURNS IN THE SAME DIRECTION AND REVERSE IT IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ○ VI ○ ED ○

Give the student directions for a route with two turns in the same direction in the classroom. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches his or her objective by returning to the starting point using the same route.
3. Discuss with the student how the turns were in the opposite direction on the return trip and the landmarks encountered were in reverse sequence.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-51

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN THE SAME DIRECTION IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Locate an area of the building that will allow the student to complete a route with two turns in the same direction. Choose an objective for the student. Landmarks should be identified at locations where turns are to be made. This route should be longer than the routes in the classroom, and the objective should be out of the student's field of vision.

1. Have the student walk to the first landmark and turn right.
2. Have the student continue walking to the second landmark and turn right again.
3. Have the student complete the route by walking to the objective.
4. Repeat for left turns.
5. Discuss similarities with the route in the classroom (IDM-RTT-46).

NOTE: If it is impossible to structure an area where two turns can be made in the same direction, repeat activity IDM-RTT-46 in a larger area, e.g., gym or cafteria, then proceed to activity

PROJECT OMNI ACTIVITY CARD

IDM-RTT-52

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH TWO TURNS IN THE SAME DIRECTION IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

Locate an area of the building where the student can complete a route with two turns in the same direction. This route should be longer than the routes in the classroom, and the objective should be out of the student's field of vision.

1. Provide the student with directions and landmarks to make appropriate turns and an objective.
2. Have the student repeat the directions.
3. Have the student follow the directions and travel the route independently.
4. Repeat with different directions until the student demonstrates proficiency.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-53

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN THE SAME DIRECTION USING A MAP OF THE CORRIDOR

Special Considerations

SMR● EMR○ HI○ LD○

TMR○ PH○ VI● ED○

Draw a route with two turns in the same direction on the map of the floor of the building developed in Activity Card IDM-LM-9. This route should be longer than the routes in the classroom, and the objective should be out of the student's field of vision.

1. Explain to the student that the line on the map represents the route that the student will be traveling in the corridor.
2. Have the student "walk" the route with his fingers, naming landmarks along the way.
3. Have the student travel the route in the corridor.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-54

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN THE SAME DIRECTION AND REVERSE IT USING A MAP OF THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Review Activity Card IDM-RTT-53. Using the map and route from this activity:

1. Repeat the activity.
2. Show the student how to reverse the route on the map. Explain how the turns are in the opposite direction from the first time the route was traveled.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route in the corridor.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-55

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/
TWO TURNS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH TWO TURNS IN THE SAME DIRECTION AND REVERSE IT IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

Give the student directions for a route with two right turns in the corridor. The teacher should be sure to include landmarks in the directions and an objective. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches his or her objective by returning to the starting point using the same route.
3. Discuss with the student how the turns were in the opposite direction and all landmarks encountered were in reverse order on the return trip.
4. Repeat activity with two left turns.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-56

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

Structure an area in the classroom where a student can walk a route with two turns, one turn to the right and one turn to the left. Choose an objective for the student. Landmarks should be identified at locations where turns are to be made.

1. Have the student walk to the first identified landmark and turn right.
2. Have the student continue walking to the second landmark and turn left.
3. Have the student complete the route by walking to the objective.
4. Repeat this activity using a different sequence of turns.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-57

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Structure an area free of obstacles in the classroom where the student can complete a route with one right turn and one left turn.

1. Provide the student with directions and landmarks to make the appropriate turns.
2. Have the student repeat the directions.
3. Have the student follow the directions and travel the route independently.
4. Repeat with different directions until the student demonstrates proficiency.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-58

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS USING A MAP OF THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Draw a route with two turns in opposite directions on the map of the classroom developed in Activity Card IDM-LM-6.

1. Explain to the student that the line on the map represents the route that the student will be traveling in the classroom.
2. Have the student "walk" the route with his fingers, naming landmarks along the way.
3. Have the student travel the route in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-59

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS AND REVERSE IT USING A MAP OF THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Review Activity Card IDM-RTT-58. Using the map and route from this activity:

1. Repeat the activity.
2. Show the student how to reverse the route on the map of the classroom. Explain how the turns are in the opposite direction from the first time the route was traveled.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route in the classroom.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-60

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/
TWO TURNS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS AND REVERSE IT IN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

Give the student directions for a route with two turns in opposite directions in the classroom. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches his or her objective by returning to the starting point using the same route.
3. Discuss with the student how the turns were in the opposite direction and the landmarks encountered were in reverse sequence on the return trip.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-61

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

Locate an area of the building that will allow the student to travel a route with one right turn and one left turn. Choose an objective for the student. Landmarks should be identified at locations where turns are to be made. This route should be longer than the routes in the classroom, and the objective should be out of the student's field of vision.

1. Have the student walk to the first landmark and turn right.
2. Have the student continue walking to the second landmark and turn left.
3. Have the student complete the route by walking to the objective.
4. Repeat the activity using a different sequence of turns.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-62

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

Locate an area of the building where the student can complete a route with one right turn and one left turn. This route should be longer than the routes in the classroom, and the objective should be out of the student's field of vision.

1. Provide the student with directions and landmarks to make the appropriate turns.
2. Have the student repeat the directions.
3. Have the student follow the directions and travel the route independently.
4. Repeat with different directions until the student demonstrates proficiency.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-63

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS USING A MAP OF THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ● ED ○

Draw a route with two turns in opposite directions on the map of the floor of the building developed in Activity Card IDM-LM-9. This route should be longer than the routes in the classroom, and the objective should be out of the student's field of vision.

1. Explain to the student that the line on the map represents the route the student will be traveling in the corridor.
2. Have the student "walk" the route with his fingers, naming landmarks along the way.
3. Have the student travel the route in the corridor.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-64

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO TRAVEL A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS AND REVERSE IT USING A MAP OF THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Review Activity Card IDM-RTT-63. Using the map and route from this activity:

1. Repeat the activity.
2. Show the student how to reverse the route on the map of the corridor.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route in the corridor.

PROJECT OMNI ACTIVITY CARD

IDM-RTT-65

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH TWO TURNS IN OPPOSITE DIRECTIONS AND REVERSE IT IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Give the student directions for a route with two turns in opposite directions in the corridor. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches his or her objective by returning to the starting point using the same route.
3. Discuss with the student how the turns were in the opposite direction and landmarks were encountered in reverse sequence on the return trip.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-66

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS PLUS

Objective: TO TRAVEL A ROUTE WITH MORE THAN TWO TURNS IN THE SAME DIRECTION

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Locate an area in the building that will allow a student to travel a route with more than two turns, all in the same direction. Due to the complexity of such routes, it may be necessary to utilize your classroom, the corridors, and other areas of the building.

1. Have the student walk to the first landmark and turn right.
2. Have the student continue walking to the second landmark and turn right.
3. Have the student continue walking to the third landmark and turn right.
4. Have the student complete the route by walking to the objective.
5. Repeat for left turns.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-67

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS PLUS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH MORE THAN TWO TURNS IN THE SAME DIRECTION

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ○ VI ○ ED ○

Using the same or similar area utilized in the previous activity that will allow a student to travel a route with more than two turns in the same direction,:

1. Provide the student with directions and landmarks to make the appropriate turns.
2. Have the student repeat the directions.
3. Have the student follow the directions and travel the route independently.
4. Repeat with different directions until the student demonstrates proficiency.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-68

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS PLUS

Objective: TO TRAVEL A ROUTE WITH MORE THAN TWO TURNS IN THE SAME DIRECTION USING A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ● ED ○

Using the blackboard or any other resource such as a bulletin board or flannel board, draw an outline map of that area of the building utilized in IDM-RTP-66. On this map, draw a route with two or more turns in the same direction.

1. Explain to the student that the line on the map represents the route that the student will be traveling.
2. Have the student "walk" the route with his or her fingers, naming landmarks along the way.
3. Have the student travel the route.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-69

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ TWO TURNS PLUS

Objective: TO TRAVEL A ROUTE WITH MORE THAN TWO TURNS IN THE SAME DIRECTION AND REVERSE IT USING A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ○ VI ● ED ○

Review Activity Card IDM-RTP-68. Using the map and route from this activity:

1. Repeat the activity.
2. Show the student how to reverse the route on the map. Explain how the turns are in the opposite direction from the first time the route was traveled.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-70

Module:	INDOOR MOBILITY	**Area:**	ROUTE TRAVEL/ TWO TURNS PLUS
Objective:	TO FOLLOW DIRECTIONS FOR A ROUTE WITH MORE THAN TWO TURNS IN THE SAME DIRECTION AND REVERSE IT		

Special Considerations

SMR ●	EMR ○	HI ○	LD ○
TMR ●	PH ○	VI ○	ED ○

Give the student directions for a route with more than two right turns. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches the objective by returning to the starting point using the same route.
3. Discuss with the student how the turns were in the opposite direction and that landmarks encountered were in reverse sequence on the return trip.
4. Repeat activity with left turns.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-71

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS PLUS

Objective: TO TRAVEL A ROUTE WITH MORE THAN TWO TURNS IN DIFFERENT DIRECTIONS

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ○ VI ○ ED ○

Locate an area in the building that will allow a student to travel a route with more than two turns in different directions. Due to the complexity of such a route, it may be necessary to utilize your classroom, the corridors, and other areas of the building.

1. Have the student walk to the first identified landmark and make a turn.
2. Have the student continue walking to the second landmark and make a turn.
3. Have the student continue walking to the third landmark and make a turn.
4. Have the student complete the route by walking to the objective.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-72

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS PLUS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH MORE THAN TWO TURNS IN DIFFERENT DIRECTIONS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Using the same or similar area utilized in the previous activity that will allow a student to travel a route with more than two turns in opposite directions,:

1. Provide the student with directions and landmarks to make the appropriate turns.
2. Have the student repeat the directions.
3. Have the student follow the directions and travel the route independently.
4. Repeat with different directions until the student demonstrates proficiency.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-73

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/
TWO TURNS PLUS

Objective: TO TRAVEL A ROUTE WITH MORE THAN TWO TURNS IN DIFFERENT DIRECTIONS USING A MAP

Special Considerations

SMR ●	EMR ○	HI ○	LD ○
TMR ●	PH ○	VI ●	ED ○

Using a blackboard or any other resource such as a bulletin board or flannel board, draw an outline map of that area of the building utilized in IDM-RTP-66. On this map, draw a route with two or more turns in the same direction.

1. Explain to the student that the line on the map represents the route that the student will be traveling in the classroom.
2. Have the student "walk" the route with his or her fingers, naming the landmarks along the way.
3. Have the student travel the route.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-74

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ TWO TURNS PLUS

Objective: TO TRAVEL A ROUTE WITH MORE THAN TWO TURNS IN DIFFERENT DIRECTIONS AND REVERSE IT USING A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ● ED ○

Review Activity Card IDM-RTP-73. Using the map and route from this activity:

1. Repeat this activity.
2. Show the student how to reverse the route on the map. Explain how the turns are in the opposite direction from the first time the route was traveled.
3. Have the student "walk" the route reversal using his or her fingers to trace the route on the map.
4. Have the student travel the reverse route.

PROJECT OMNI ACTIVITY CARD

IDM-RTP-75

Module: INDOOR MOBILITY **Area:** ROUTE TRAVEL/ TWO TURNS PLUS

Objective: TO FOLLOW DIRECTIONS FOR A ROUTE WITH MORE THAN TWO TURNS IN DIFFERENT DIRECTIONS AND REVERSE IT

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

Give the student directions for a route with more than two turns in different directions. The teacher should be sure to include landmarks and an objective in the directions. The student should repeat the directions.

1. Have the student travel the route to the objective.
2. Ask the student to reverse the route when he or she reaches the objective.
3. Discuss with the student how the turns were in the opposite direction and landmarks that were encountered were in reverse sequence on the return trip.

PROJECT OMNI ACTIVITY CARD

IDM-RAR-76

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ALTERNATE ROUTES

Objective: TO UNDERSTAND THE MEANING OF ALTERNATE ROUTES

Special Considerations

SMR ● EMR ○ HI ● LD ○

TMR ○ PH ○ VI ○ ED ○

Discuss with the student the meaning of "alternate". Direct a discussion to examine that an alternate route means another way to travel to the same objective.

1. Discuss the possible alternate routes in the classroom, for example, "If we were standing at the window, we could walk to the door several ways."

PROJECT OMNI ACTIVITY CARD

IDM-RAR-77

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ALTERNATE ROUTES

Objective: TO UNDERSTAND THE IMPORTANCE OF BEING ABLE TO PLAN AN ALTERNATE ROUTE

Special Considerations

SMR ● EMR ○ HI ● LD ○
TMR ○ PH ○ VI ● ED ○

Ask the student why he or she thinks an alternate route might be necessary.

1. Be sure to include such things as (a.) one way may be shorter or longer than the other, (b.) an obstacle in the route (a truck across the sidewalk), or (c.) a safer route (construction).
2. Show the student signs that would indicate a need for choosing the alternate route (Detour, Wet Floor, Do Not Enter, One Way, Not an Exit, et cetera).
3. Develop a list of reasons for using alternate routes.

PROJECT OMNI ACTIVITY CARD IDM-RAR-78

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ALTERNATE ROUTES

Objective: TO CHOOSE AN ALTERNATE ROUTE

Special Considerations

SMR ● EMR ○ HI ○ LD ●
TMR ○ PH ● VI ○ ED ●

In the classroom, give the student directions for a route to a visual object.

1. Review the list of reasons for alternate routes.
2. Ask the student to choose a route to get to the visual objective and return using the same route.
3. Ask the student to travel to the same objective but use an alternate route.
4. If the student is successful, ask for a third route.
5. Discuss which route was:
   a. easiest
   b. shortest
   c. longest
6. Repeat in a larger room (gym, cafeteria, et cetera).

PROJECT OMNI ACTIVITY CARD

IDM-RAR-79

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ALTERNATE ROUTES

Objective: TO CHOOSE AN ALTERNATE ROUTE TO AN OBJECTIVE IN THE CLASSROOM USING A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ●
TMR ○ PH ● VI ● ED ●

Using the map of the classroom developed in activity IDM-LM-6:

1. If necessary, review the map with the student.
2. Select a starting point and a final objective. Have the student locate them on the map.
3. Have the student draw in at least two alternate routes to the objective.
4. Have the student travel the routes he or she chose.
5. Determine which route was the easiest, longest, and safest. Discuss which route was the best.

In this discussion, emphasize that a student must exercise good judgement and that the shortest route may not always be the safest or best.

PROJECT OMNI ACTIVITY CARD

IDM-RAR-80

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ALTERNATE ROUTES

Objective: TO CHOOSE TWO ALTERNATE ROUTES TO AN OBJECTIVE IN THE CORRIDOR USING A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ● VI ● ED ○

Using the map of the school developed in activity IDM-LM-9:

1. Show the student the point of origin and the objective on the map.
2. Ask the student to find two ways to reach the objective and draw them in on the map.
3. Have the student "walk" the routes he or she drew with his or her fingers, pointing to the landmarks along the way.
   a. Discuss with the student which routes appear to be:
      1. longest
      2. shortest
      3. safest
4. After the student has traveled the route, have him or her determine which routes were longer, shorter, and safer.

PROJECT OMNI ACTIVITY CARD

IDM-RAR-81

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/
ALTERNATE ROUTES

Objective: TO CHOOSE AN ALTERNATE ROUTE IN THE CORRIDOR

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

Choose an area of the building where the student is familiar with the intersecting corridors and where there are two ways to reach an objective.

1. Give the student directions from the point of origin to the objective. Have the student travel the route and reverse it.
2. Ask the student to locate the same objective using an alternate route.
3. If the student is not able to locate the objective, walk through the alternate route with the student and discuss how he or she could have found the objective using an alternate route.
    a. Return to the starting point and have the student travel the original route and alternate route independently.
    b. Discuss which routes were:
        1. shortest
        2. longest
        3. safest

PROJECT OMNI ACTIVITY CARD

IDM-RAR-82

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/ ALTERNATE ROUTES

Objective: TO CHOOSE AN ALTERNATE ROUTE BACK TO THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Have the student travel to a familiar place (gym, cafeteria, et cetera).

1. Have the student travel to the objective the way he would normally go there.
2. When the student arrives, have him or her return to the classroom using an alternate route.

PROJECT OMNI ACTIVITY CARD

IDM-RAR-83

Module: INDOOR MOBILITY

Area: ROUTE TRAVEL/
ALTERNATE ROUTES

Objective: USING A MAP, DETERMINE SHORTER AND LONGER ROUTES

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ● VI ● ED ○

Using the map developed in activity IDM-LM-9, the teacher should:

1. Show the student a specific location on the map, i.e., library, gym, office, et cetera.
2. Have the student identify classroom location on the map.
3. Ask the student to show how you would travel to get to the library, gym, et cetera. NOTE: As student is "walking" to the specific location, have him or her point out landmarks along the way.
4. Ask the student to show you another way of getting to that same location.
5. Have the student determine which route is longer and which is shorter.
6. Have the student travel the routes and verify his or her previous judgement.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-84

Module: INDOOR MOBILITY

Area: CARDINAL DIRECTIONS

Objective: TO BECOME FAMILIAR WITH THE DIRECTIONAL WORDS "NORTH", "SOUTH", "EAST", AND "WEST"

Special Considerations

SMR ●	EMR ○	HI ○	LD ○
TMR ○	PH ○	VI ●	ED ○

The walls of the classroom should be accurately labeled NORTH, SOUTH, EAST, and WEST, with each label being in a different color. Prepare individual flashcards (NORTH, SOUTH, EAST, and WEST) in corresponding colors to the labels on the walls.

1. Review the labels NORTH, SOUTH, EAST, and WEST. Bring to the student's attention the walls are labeled with one of these labels.
2. Discuss what these directions mean and how they can be used, i.e., maps, streets, and roads.
3. Give the student a flashcard marked with a directional word.
4. Have the student walk to the wall or part of the room with the label or color that matches the flashcard.
5. Keep a record of responses to determine the student's matching ability.

NOTE: The teacher can hold up direction words individually, and the student can point to the matching wall label.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-85

Module: INDOOR MOBILITY

Area: CARDINAL DIRECTIONS

Objective: TO BECOME FAMILIAR WITH "NORTH", "SOUTH", "EAST", AND "WEST"

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Using the individual flashcards labeled NORTH, SOUTH, EAST, and WEST developed in activity IDM-RCD-84:

1. Have four different students each hold a directional flashcard and position themselves along each of the four walls. The student holding the NORTH flashcard should be standing along the north wall.
2. Ask the remaining students to put their heads down on their desks and close their eyes.
3. Have one of the students holding a directional flashcard put it down so no one can read it.
4. Ask student to raise their heads and determine which directional flashcard is missing and identify the directional word of the missing flashcard.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-86

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO PRACTICE IDENTIFYING CARDINAL DIRECTIONS WITHIN THE CLASSROOM

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

The walls of the classroom should remain labeled NORTH, SOUTH, EAST, and WEST. The teacher should ask the student to stand facing north.

1. Ask the student to point to the appropriate direction when asked, "Where is (west/east/south)?"
2. Repeat with the student facing other directions.
3. After the student has developed proficiency, either have the student close his eyes or occlude his vision so he cannot read the labels and repeat this activity.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-87

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO BECOME AWARE OF DIRECTIONAL OPPOSITES

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Discuss with the students that each direction has an opposite. Put them on the blackboard and demonstrate this concept.

1. The teacher should stand in the center of the room and indicate which direction he or she is facing.
2. Ask the class, "Which direction is behind me?" Provide assistance in getting the correct response.
3. Repeat for all directions.
4. After the class has demonstrated an understanding of these concepts, have individual students take your place with you asking them to face a specific direction and identify the direction that is behind them.
5. Repeat for all directions with all students.

PROJECT OMNI ACTIVITY CARD IDM-RCD-88

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO BECOME FAMILIAR WITH OBJECTS IN THE ROOM IN RELATION TO CARDINAL DIRECTIONS

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

The walls of the class should remain labeled NORTH, SOUTH, EAST and WEST.

1. Name an object in the classroom within close proximity to a wall or area marked with a directional word.
2. Ask the student to determine its location in terms of the directional word, for example, "What direction is the library table?", "The coat rack is located in what direction?", or "The window is located on the _____ wall."

NOTE: Make sure the directions are accurately placed so directional concepts can be transferred to other environments.

2

PROJECT OMNI ACTIVITY CARD IDM-RCD-89

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO BECOME FAMILIAR WITH CARDINAL DIRECTIONS WITHIN THE CLASS LABELED "N.", "S.", "E.", AND "W."

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ● ED ○

Many things are labeled with the abbreviations "N.", "S.", "E.", and "W.". Familiarity with these abbreviations will help a student to locate areas in the environment, follow complex routes, and remain oriented.

The room should remain marked with the directional words NORTH, SOUTH, EAST, and WEST. Additional flashcards should be prepared with the abbreviations N., S., E., and W.

Repeat activities IDM-RCD-84, IDM-RCD-85, and IDM-RCD-86 using these flashcards.

PROJECT OMNI ACTIVITY CARD IDM-RCD-90

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS	**Special Considerations**
Objective: TO LABEL CARDINAL DIRECTIONS ON A MAP OF THE CLASSROOM	SMR ● EMR ○ HI ○ LD ○ TMR ○ PH ○ VI ● ED ○

Utilize the individual map of the classroom developed in activity IDM-LM-6. Make up labels with NORTH, SOUTH, EAST, and WEST.

1. On the blackboard or any other available resource, draw an outline map of the room. Label the north wall. Ask the students which wall is opposite of north and identify it. Repeat for the west wall. Be certain the students understand these concepts.
2. Give each student an individual map of the classroom and allow them to label the map independently.
3. If the students are having trouble, tell them to use the labeled walls of the classroom as a reference.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-91

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO IDENTIFY THE REMAINING CARDINAL DIRECTIONS GIVEN ONE DIRECTION

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Explain to the students that only one direction is needed to know all other directions.

1. Draw a box on the blackboard and label the top of the box "north".
2. Have a student come up to the blackboard and label the south wall. Repeat for east and west.
3. Repeat 1 and 2 with the top of the box labeled "east".
4. Give out worksheets so the students can practice this skill.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-92

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO DETERMINE THE PERSON OR OBJECT'S DIRECTIONAL RELATIONSHIP TO ANOTHER PERSON OR OBJECT WITHIN THE CLASS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Explain to the student that an understanding of cardinal directions is a useful tool for a student to remain oriented in the environment.

1. Refer to specific objects in the room and ask its approximate direction, for example, "What direction is the front of Billy's desk facing?", "The front of the room is in what direction?", or "The water fountain is in what part of the room?"
2. Keep a record of students' responses.

NOTE: The classroom should remain labeled with the directional words NORTH, SOUTH, EAST, and WEST.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-93

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO REINFORCE CARDINAL DIRECTION RELATIONSHIPS.

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

This activity can be played as a game by making two groups and keeping score.

1. Ask one child in each group a question concerning N., S., E., and W. Some questions should be true and some should be false, for example, "The flag is on the NORTH wall.", "I am facing SOUTH.", or "The desk is along the WEST wall."
2. Students must answer "yes" or "no".
3. The opposing team should have the opportunity to determine if the student's answer was correct. Points should be given to teams whose students answered the question correctly. The first team to earn ten points wins.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-94

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO FOLLOW SIMPLE DIRECTIONS TO LOCATE AN OBJECT USING THE TERMS "NORTH", "SOUTH", "EAST", AND "WEST"

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

The walls of the classroom should remain labeled NORTH, SOUTH, EAST, and WEST.

1. Give the student a simple direction using a directional word, for example, "Walk to the north end of the room and clap your hands." or "Walk to the south end of the room and face east."
2. Ask another student to determine if the task was done correctly.
3. The complexity of directions can gradually be increased depending upon the student's ability.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-95

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO DESCRIBE OBJECT-TO-OBJECT RELATIONS IN TERMS OF CARDINAL DIRECTIONS

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ● ED ○

Explain to the student that an understanding of cardinal directions is a useful tool for a student to remain oriented.

1. Use two different objects to demonstrate directional concepts, for example, give a student a book and a pencil. The student can describe the objects by saying, "Put the book north of the pencil." or "Put the pencil south of the book."
2. After students can demonstrate an understanding of these concepts, they can use non-manipulative objects and open-ended statements, such as, "Bill's desk is north of _____." (Student fills in blank appropriately.)

PROJECT OMNI ACTIVITY CARD

IDM-RCD-96

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO TRAVEL A ROUTE WITH ONE TURN BY FOLLOWING CARDINAL DIRECTIONS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Structure an area in the classroom where a route with one turn can be completed.

1. The teacher should give the student directions for a route with one turn in the classroom using cardinal directions, for example, "Walk north until you reach the wall and turn east until you reach the bookcase."
2. Give each student an opportunity to travel a prescribed route.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-97

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO LABEL THE MAP OF THE HALLWAYS N., S., E., AND W.

Special Considerations

SMR ● EMR o HI o LD o
TMR o PH o VI ● ED o

Using the map of the corridor developed in activity LDM-LM-9, tell the student you want him or her to label it NORTH, SOUTH, EAST, and WEST.

1. Discuss with the student that all concepts learned about cardinal directions in the classroom also apply to the hallways.
2. If the student has difficulties, the teacher should initially label one direction on the map. The teacher should then guide the student in labeling the remaining cardinal directions.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-98

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO UTILIZE CARDINAL DIRECTIONS WHEN REVERSING A ROUTE

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

The teacher should give the student a straight-line route in the corridor. Have the student determine the direction in which he or she will be traveling (N., S., E., or W.).

1. Have the student reverse the route. Ask the student what direction he or she is traveling.
2. Ask the student to point to the remaining directions.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-99

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO TRAVEL A ROUTE USING CARDINAL DIRECTIONS USING A MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Utilize the map of the hallway labeled NORTH, SOUTH, EAST, and WEST (Activity Card IDM-RCD-97).

1. Give the student directions to an objective using cardinal directions and landmarks.
2. Have the student draw the route on the map.
3. Have the student travel the route in the hallways.
4. After proficiency is demonstrated, the teacher can provide written directions for the students to follow.

PROJECT OMNI ACTIVITY CARD

IDM-RCD-100

Module: INDOOR MOBILITY **Area:** CARDINAL DIRECTIONS

Objective: TO GIVE DIRECTIONS TO A FAMILIAR OBJECTIVE USING CARDINAL DIRECTIONS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ● PH ○ VI ○ ED ○

The teacher should choose an objective that is familiar to two students (gym, cafeteria, office). Only tell one student.

1. The student that was told the objective must provide appropriate directions for the second student in order to travel to the objective using cardinal directions, for example, "Go out of the classroom and head north, make your first turn east, ..."
2. Using visual memory, the second student must guess the objective.

NOTE: The classroom teacher should check for accuracy.

PROJECT OMNI ACTIVITY CARD

ODM-IN-T-1

Module: OUTDOOR MOBILITY **Area:** OUTDOOR INTRODUCTION

Objective: TO UNDERSTAND THE CONCEPT OF "OUTSIDE"

Special Considerations

SMR ● EMR ○ HI ○ LD ●

TMR ○ PH ○ VI ● ED ●

Prepare picture cards or words cards showing things found outside and inside, i.e., sofa, lamp, sink, tree, stop sign, mailbox.

1. Give the student the card to look at.
2. Ask the student where the item is normally found (inside or outside).
3. Record responses to determine the student's understanding.

PROJECT OMNI ACTIVITY CARD

ODM-INT-2

Module: OUTDOOR MOBILITY **Area:** OUTDOOR INTRODUCTION

Objective: TO BECOME FAMILIAR WITH A NEIGHBORHOOD

Special Considerations

SMR ●	EMR ○	HI ●	LD ●
TMR ○	PH ○	VI ○	ED ●

Conduct this activity in the classroom and on the playground.

1. Ask the students what they think a neighborhood is. Ask the students what they see around the school that they see by their house. Record answers.
2. Ask the students for items they find in their neighborhood. The list should include sidewalks, curbs, corners, driveways, streets, crosswalks, houses, and lawns.
3. Take the students outside and ask the students what they see around the school that they also see in their neighborhood.
4. Discuss similarities and differences.
5. Make a list of items that are found in a "neighborhood".

PROJECT OMNI ACTIVITY CARD

ODM-CPT-3

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO IDENTIFY ITEMS IN THE ENVIRONMENT

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Take the students into the playground or around the school.

1. Identify and discuss with the students:

- sidewalk:	include color, texture, location, and function (safety - stay out of street)
- curb:	include shape, size, location, and function (separates street from sidewalk)
- corner:	include shape size, location, and function (waiting before crossing)
- driveway:	include size, location, function, and safety (pause to look for cars entering and leaving)
- crosswalk:	include color, location, and function (safety - crossing at crosswalk whenever available)

NOTE: Individual areas are repeated in more detail in the following activities.

PROJECT OMNI ACTIVITY CARD

ODM-CPT-4

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO UNDERSTAND THE MEANING OF THE WORD "STREET" AND ITS PURPOSE

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

This activity can take place in the school yard or on a field trip.

1. Introduce the word "street" and ask the student to describe it. If he or she is unable to describe "street", let him or her walk along it and see how it continues. Have them follow a car visually and auditorally until it can be seen or heard no longer. Ask what happened to it.
2. Discuss the street's function. The street is for cars; the only time pedestrians use the street is when crossing from corner to corner. Stress that a street has a name and usually keeps the same name until it ends.
3. Discuss with the student the different words used for "street". Create a list, being sure to include road, avenue, boulevard, lane, and place.
4. Ask the student to locate pictures of streets either from newspapers and/or magazines. Begin a file of these pictures for a later activity.

PROJECT OMNI ACTIVITY CARD

ODM-CPT-5

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO UNDERSTAND THE MEANING OF THE WORD "SIDEWALK" AND ITS PURPOSE

Special Considerations

SMR ● EMR ● HI ○ LD ●
TMR ○ PH ○ VI ○ ED ●

The activity can take place in the school yard or on a field trip.

1. Introduce the word "sidewalk" and ask the student to describe it. If he or she is unable to describe a sidewalk, let him or her walk on it, touch it, and see how it follows along side the street all the way down the street.
2. Discuss its function. The sidewalk is built so pedestrians do not have to walk in the street. Stress that they are always to walk on the sidewalk except when crossing a street.
3. Ask the student to locate pictures of sidewalks either from newspapers and/or magazines. Add these to the file started in ODM-CPT-4.

PROJECT OMNI ACTIVITY CARD

ODM-CPT-6

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO UNDERSTAND THE MEANING OF THE WORD "CURB" AND ITS PURPOSE

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ○ PH ● VI ○ ED ●

This activity can take place in the school yard or on a field trip.

1. Introduce the word "curb" to the student and ask him or her to describe it. If he or she is unable to describe a curb, allow him or her to inspect it. A curb is like a step, and it separates the street from the sidewalk.
2. Stress to the student that he or she should never step down from a curb unless he or she is ready to cross the street.
3. Discuss the definition of a "curb cut" with the student. Explain that a curb cut is when a small portion of the curb is taken out so the sidewalk slants to the street. Discuss that the purpose is to make it possible for people in wheelchairs or with physical disabilities to travel across the street more easily.

PROJECT OMNI ACTIVITY CARD

ODM-CPT-7

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO UNDERSTAND THE MEANING OF THE WORD "CORNER" AND ITS PURPOSE

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ○ PH ○ VI ○ ED ●

This activity can take place around the school or on a field trip. If this is impossible, a map or model should be used.

1. Introduce the word "corner" and ask the student to describe it. If the student is unable to describe it, let him or her walk around the corner and see how it changes direction. Explain that a corner is a place where two sidewalks come together.
2. Discuss with the student that this is where the student should stand while waiting to cross a street.
3. Discuss with the student that a "curb cut" is usually found at a corner.
4. Ask the student to locate pictures of corners either from newspapers and/or magazines. Add these to the file started in ODM-CPT-4.

PROJECT OMNI ACTIVITY CARD

ODM-CPT-8

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO UNDERSTAND THE MEANING OF A CROSSWALK AND ITS PURPOSE

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ○ PH ○ VI ○ ED ●

This activity is best done outdoors. If this is impossible, a map or model can be used.

1. Introduce the word "crosswalk" and ask the student to describe it. If the student is unable to describe a crosswalk, discuss with the student that the crosswalk is usually the two white lines drawn on the street and that a crosswalk always indicates the proper place to cross a street. Crosswalks are normally located at corners.
2. Discuss with the student that he or she should always cross within the lines when a crosswalk is available.
3. Ask the student to locate pictures of crosswalks either from newspapers and/or magazines. Add these to the file started in ODM-CPT-4.

PROJECT OMNI ACTIVITY CARD

ODM-CPT-9

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO UNDERSTAND THE MEANING OF A DRIVEWAY AND ITS PURPOSE

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ○ PH ○ VI ○ ED ●

This activity is best done outdoors, but if this is impossible, a map or model can be used.

1. Introduce the word "driveway" and ask the student to describe it. If the student is unable to describe a driveway, show him or her how it goes from the house to the street, across the sidewalk. Let the student see that a driveway does not have a curb.
2. Discuss the function of a driveway. Stress the potential danger from cars entering or leaving.
3. Ask the student to locate pictures of driveways from either newspapers or magazines. Add these to the file started in IDM-CPT-4.

PROJECT OMNI ACTIVITY CARD ODM-CPT-10

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO UNDERSTAND THE MEANING OF AN INTERSECTION

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Review activities developed in Indoor Mobility Activities IDM-RTI-25 through IDM-RTI-30.

1. Explain to the student that streets are designed to work the same way as hallways and that intersections are shaped the same way.
2. Explain to the student that intersections are formed by two streets coming together in one of the above ways.
3. Ask the student to name some items that they would find at an intersection outdoors. Make a list, being sure to include:
    a. stop signs or traffic lights
    b. corners
    c. crosswalks
    d. mailboxes
    e. telephone poles
    f. street name signs
4. Ask the student to locate pictures of intersections either from newspapers and/or magazines. Add these to the file started in ODM-CPT-4.

PROJECT OMNI ACTIVITY CARD

ODM-CPT-11

Module: OUTDOOR MOBILITY **Area:** COMPONENTS

Objective: TO ASSEMBLE A COLLAGE OF A NEIGHBORHOOD

Special Considerations

SMR ●	EMR ●	HI ○	LD ●
TMR ○	PH ○	VI ●	ED ●

Using the pictures gathered from activities ODM-CPT-4 to ODM-CPT-10:

1. Have the student choose a few of the best examples of each of the items.
2. Have the student find pictures of additional items they may find in a neighborhood, i.e., house, lawns, cars, traffic signs, street signs, mailboxes, et cetera.
3. Decorate a bulletin board entitled, "Our Neighborhood" with all the appropriate pictures hung like a collage.

PROJECT OMNI ACTIVITY CARD

ODM-CON-12

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO UNDERSTAND THAT STREETS ARE NAMED

Special Considerations

SMR ● EMR ● HI ○ LD ●
TMR ○ PH ○ VI ● ED ●

Choose corridors in the building that are used regularly by the students.

1. Choose names for the corridors as if they were streets outdoors, i e., Nurses Lane; Principal Boulevard.
2. Write the names on cards the way you find them outside.
3. Place the signs parallel to the corridor that the sign is naming because that is how they are named outdoors. Discuss with the students that streets have names so that you know where you are and where you are going.
4. Use the name of the corridor when giving directions to students. "Walk down Nurses Lane and make a left on Principal Boulevard."

PROJECT OMNI ACTIVITY CARD

ODM-CON-13

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO IDENTIFY POSSIBLE LANDMARKS IN A RESIDENTIAL NEIGHBORHOOD

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Reivew the definition of a landmark and its purpose (Activity Card IDM-LM-1).

1. Ask the student to name objects found in the neighborhood that they think are landmarks. Record the items.
2. Discuss with the class to see if all the objects meet the criteria of a landmark (easily recognizable and permanent).
3. Make a final list of landmarks. List can include such things as the mailbox (if there is not more than one in the neighborhood), a different color house, a tree stump, et cetera.

PROJECT OMNI ACTIVITY CARD ODM-CON-14A

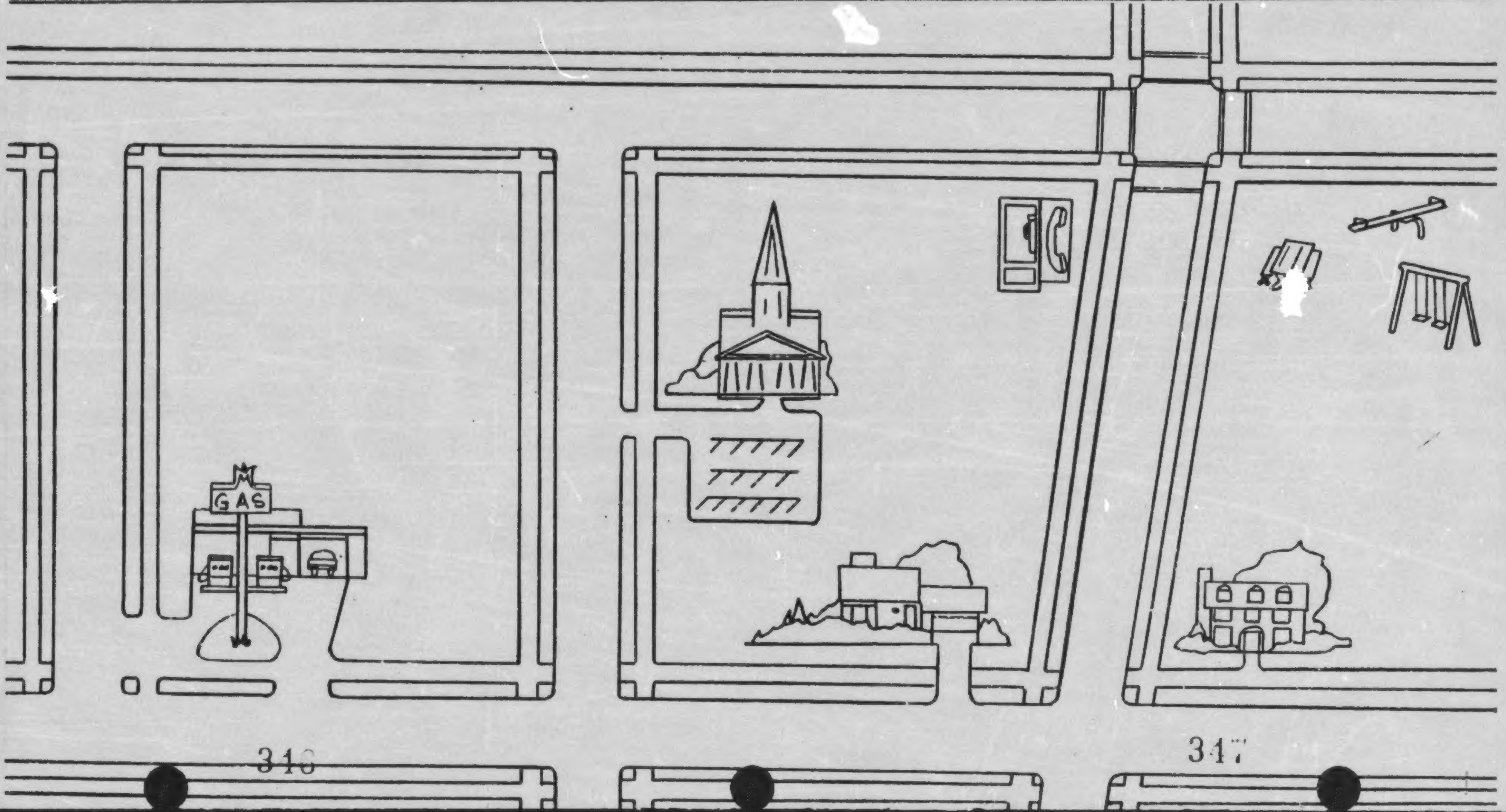
Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: MAP OF TYPICAL RESIDENTIAL AREA

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○



PROJECT OMNI ACTIVITY CARD

ODM-CON-14

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO PARTICIPATE IN CREATING A MAP OF A RESIDENTIAL NEIGHBORHOOD

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Use the map of a typical residential neighborhood found on the following card (ODM-CON-14A).

1. Review with the students what they find in a neighborhood. Be sure to include sidewalks, curbs, corners, driveways, streets, crosswalks, houses, and lawns.
2. Drawn an outline map of this typical neighborhood on the blackboard.
3. Using the lists developed above, mark the location of these items as they are found on the map ODM-CON-14A.
4. Transfer this map to a ditto master for later use.
5. Also, if possible, make a larger permanent version of this map so it can be used for simulated residential travel.

PROJECT OMNI ACTIVITY CARD ODM-CON-15

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO MARK LANDMARKS ON THE RESIDENTIAL MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ● ED ○

Reivew Activity ODM-CON-13.

1. Discuss with the students possible ways to represent the landmarks on the map.
2. Choose the most appropriate manner and then mark the map.

PROJECT OMNI ACTIVITY CARD

ODM-CON-16

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO REVIEW SAFETY PROCEDURES FOR CROSSING A DRIVEWAY

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Using a map of an outdoor residential area as developed in Activity Card ODM-CON-14:

1. Give the student a straight line route to walk with his or her fingers. The route should include driveways.
2. Show the student how he or she should pause and look in the driveway to make sure no one is backing out. The student should also look both ways in the street to make sure no one is slowing down to pull into the driveway.
3. Have the students role play traveling along a residential sidewalk with driveways. Arrange the classroom furniture to resemble a residential sidewalk.
   a. Be sure to clearly identify driveways.
   b. Some students can "act" as cars, pulling in or backing out of the driveway.
   c. Have students walk along the "sidewalk", demonstrating safety rules in item 2 above.
   d. Give each student an opportunity to be a pedestrian and a car.

PROJECT OMNI ACTIVITY CARD

ODM-CON-17

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO IDENTIFY A STOP SIGN AND KNOW ITS FUNCTION

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ● PH ● VI ● ED ●

With the student, make a stop sign as realistically as possible. A stop sign is an eight-sided, red sign with white trim and white lettering.

1. Discuss with the children where stop signs can be found and that they are used to direct cars to stop.

PROJECT OMNI ACTIVITY CARD ODM-CON-18

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO IDENTIFY RELEVANT REGULATORY SIGNS

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ● ED ○

Explain that regulatory signs tell you about traffic laws and regulations. They tell you what you can or cannot do and will be helpful to you when you are traveling.

1. Discuss with students the concept of regulations.
2. Ask the students to give examples of regulatory signs.
3. Make a list of all the correct responses, including: Stop, Yield, Do Not Enter, Wrong Way, Walk, Don't Walk, No PedXing, No Bicycling. (A manual for drivers can be used as a guide and may be procurred from any motor vehicle bureau.) Save this list for future activities.
4. Refer to the Basic Skills section for sources of materials to be used with this activity.

PROJECT OMNI ACTIVITY CARD

ODM-CON-19

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO UNDERSTAND THE MEANING OF REGULATORY SIGNS

Special Considerations

SMR ○ EMR ● HI ○ LD ●

TMR ○ PH ○ VI ● ED ●

Continue using the signs found in the previous activity.

1. Show the group one of the signs.
2. Choose a student to tell the class what the sign means and why it is there. Record meaning next to the original list of signs.
3. Repeat with each sign.
4. Call out the name of one of these signs and ask student to describe it in terms of shape and color and tell what it means.
5. Repeat with each sign.

PROJECT OMNI ACTIVITY CARD

ODM-CON-20

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO IDENTIFY WARNING SIGNS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Explain that warning signs tell you about existing or potentially hazardous conditions; they tell you what to expect ahead. They are yellow and black.

1. Ask the students if they can give examples of warning signs.
2. Make a list of all the correct responses, including: Railroad, Pedestrian Crossing, School Crossing, School Grounds. (A manual for drivers can be used as a guide and may be procurred at a motor vehicle bureau.)
3. Procure pictures of above signs from Basic Skills section.

PROJECT OMNI ACTIVITY CARD

ODM-CON-21

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO UNDERSTAND THE MEANING OF WARNING SIGNS

Special Considerations

SMR ○ EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Using the blackboard or large pieces of paper with bold line markers:

1. From the list developed in the previous activity, choose a student to come up to the board and draw the first sign in the correct color if possible.
2. Ask the other students if it is correct and make corrections as needed.
3. Choose a student to tell the class what the original list of warning signs is.
4. Repeat with each sign.

PROJECT OMNI ACTIVITY CARD

ODM-CON-22

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO PRACTICE THE MEANING OF REGULATORY SIGNS AND WARNING SIGNS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Prepare worksheets that have various signs on one side and their meaning on another side but not in the correct order.

1. Pass out worksheets and have student match the sign with the meaning.

PROJECT OMNI ACTIVITY CARD ODM-CON-23

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO LEARN TRAFFIC FLOW BY USING A MAP OF A RESIDENTIAL AREA

Special Considerations

SMR● EMR● HI○ LD●
TMR○ PH● VI● ED●

Using a map of the residential neighborhood as developed in Activity Card ODM-CON-14A, give the student a toy car which he or she can use when "driving" routes on the map.

1. Begin by giving the student straight-line routes but make sure the route includes one intersection with a stop sign. Explain to the student that he must stop and look in all directions before proceeding.
2. Continue activity, giving the student routes with one turn and then two turns.

PROJECT OMNI ACTIVITY CARD

ODM-CON-24

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

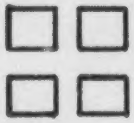
Objective: TO UNDERSTAND THE MEANING OF BLOCK PATTERN

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Set up four tables or desks to form a block pattern with one intersection.



1. Explain to the student that the tables represent blocks. Discuss the definition of a block and what they may find on a block in their neighborhood
2. Explain what is meant when someone says, "Walk a block and make a right turn." Have the student practice following directions in between the tables.

PROJECT OMNI ACTIVITY CARD

ODM-CON-25

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

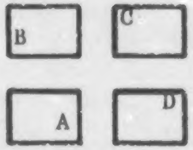
Objective: TO FOLLOW DIRECTIONS WHEN TRAVELING THROUGH A MODEL OF A NEIGHBORHOOD

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Set up four tables or desks to form a block pattern with one intersection.



1. Place cards with names of people (Ms. A., Mr. B.) at various locations on the tables.
2. Tell the student he or she is a newspaper person and has to deliver his or her papers. Have a newspaper available for the student to carry.
3. Place the student at a point or origin and give him or her directions to get to various houses. The beginning routes should not include turns, but they should include the term "block". "Walk one and one-half blocks and stop at Ms. A.'s." Continue to more difficult routes but keep referring to blocks. "Walk to the next block and make a left turn, stopping at Mr. B.'s."

PROJECT OMNI ACTIVITY CARD

ODM-CON-26

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO UNDERSTAND THE DIFFERENCE BETWEEN A RESIDENTIAL AREA AND A BUSINESS AREA

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Ask the students to describe a business area or a downtown area. Discuss how this area differs from a residential neighborhood.

1. Discuss that a business area is called that because it has many stores and offices.
2. Make a list of the different items found in this area as opposed to residential neighborhoods. Include such things as stores, buildings, wider sidewalks, busier streets, and traffic lights.

PROJECT OMNI ACTIVITY CARD

ODM-CON-27

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO IDENTIFY THE COMPONENTS OF A TRAFFIC LIGHT AND UNDERSTAND ITS PURPOSE

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

This activity is best done with a group.

1. Introduce the words "traffic light" and ask the students to describe it. Create a list of the mentioned items, including: (1.) lights: red, yellow, and green, and (2.) found at intersections.
2. Ask the students to describe the purpose of a traffic light. Discuss how a traffic light controls car and pedestrian traffic. Discuss what each color tells us: green - go, yellow - prepare to stop, and red - stop. Add the meaning of each color to your original list. Discuss the location of each color: red on top, yellow in the middle, and green on the bottom.

NOTE: If the student is color blind, the sequence and location of the lights are very important.

PROJECT OMNI ACTIVITY CARD

ODM-CON-28

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO REINFORCE THE COMPONENTS OF A TRAFFIC LIGHT

Special Considerations

SMR ○ EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

With the available resources have the students create a model or a picture of a traffic light.

1. Make sure the students include the correct colors in the correct position. Choose a few of the best examples and put them up on the bulletin board.

PROJECT OMNI ACTIVITY CARD

ODM-CON-29

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO UNDERSTAND TRAFFIC LIGHT CONCEPTS

Special Considerations

SMR ● EMR ● HI ○ LD ●

TMR ○ PH ○ VI ● ED ●

For many students, a poem or jingle will help him remember the traffic light safety rule of cross on a green light and to look before crossing. Example:

1. Cross with the green and not in between.
2. Stop, look, listen
   Before you cross the street
   Use your eyes, use your ears, then...
   Use your feet.

PROJECT OMNI ACTIVITY CARD

ODM-CQN-30

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO LOCATE PICTURES OF VARIOUS COMPONENTS OF A BUSINESS AREA

Special Considerations

SMR ○ EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

This can be done as a homework assignment or in the classroom.

1. Have the student find pictures of any items that they would find in their town, i.e., stores, crowded sidewalks, busy streets, traffic lights, parking meters, et cetera. Discuss their function and where they locate them in the environment.
2. Decorate a bulletin board entitled "Our Town" with all the appropriate pictures hung like a collage.

PROJECT OMNI ACTIVITY CARD

ODM-CON-31

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO IDENTIFY POSSIBLE LANDMARKS IN A BUSINESS AREA

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Review the definition of a landmark and its purpose (Activity Card IDM-LM-1).

1. Ask the students to name objects found in a business area that they think are landmarks. Record the items.
2. Discuss with the class to see if all the objects meet the criteria of a landmark (easily recognizable and permanent).
3. Make a final list of landmarks. Lists can include such things as a certain type of store, an odor from a restaurant, a flag in front of the post office, et cetera.

PROJECT OMNI ACTIVITY CARD ODM-CON-32

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO PARTICIPATE IN CREATING A MAP OF A BUSINESS AREA

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Use the map of a typical business area found on the following card (ODM-CON-32A).

1. Review with the students what they find in a business area. Be sure to include stores, buildings, wider sidewalks, busier streets, and traffic lights.
2. Draw an outline map of the typical business area on the blackboard.
3. Using the lists developed above, mark the location of these items as they are found on the map ODM-CON-32A.
4. Transfer this map to a ditto master for later use.
5. Also, if possible, make a larger permanent version of this map so it can be used for simulated travel in a business area.

PROJECT OMNI ACTIVITY CARD

ODM-CON-32A

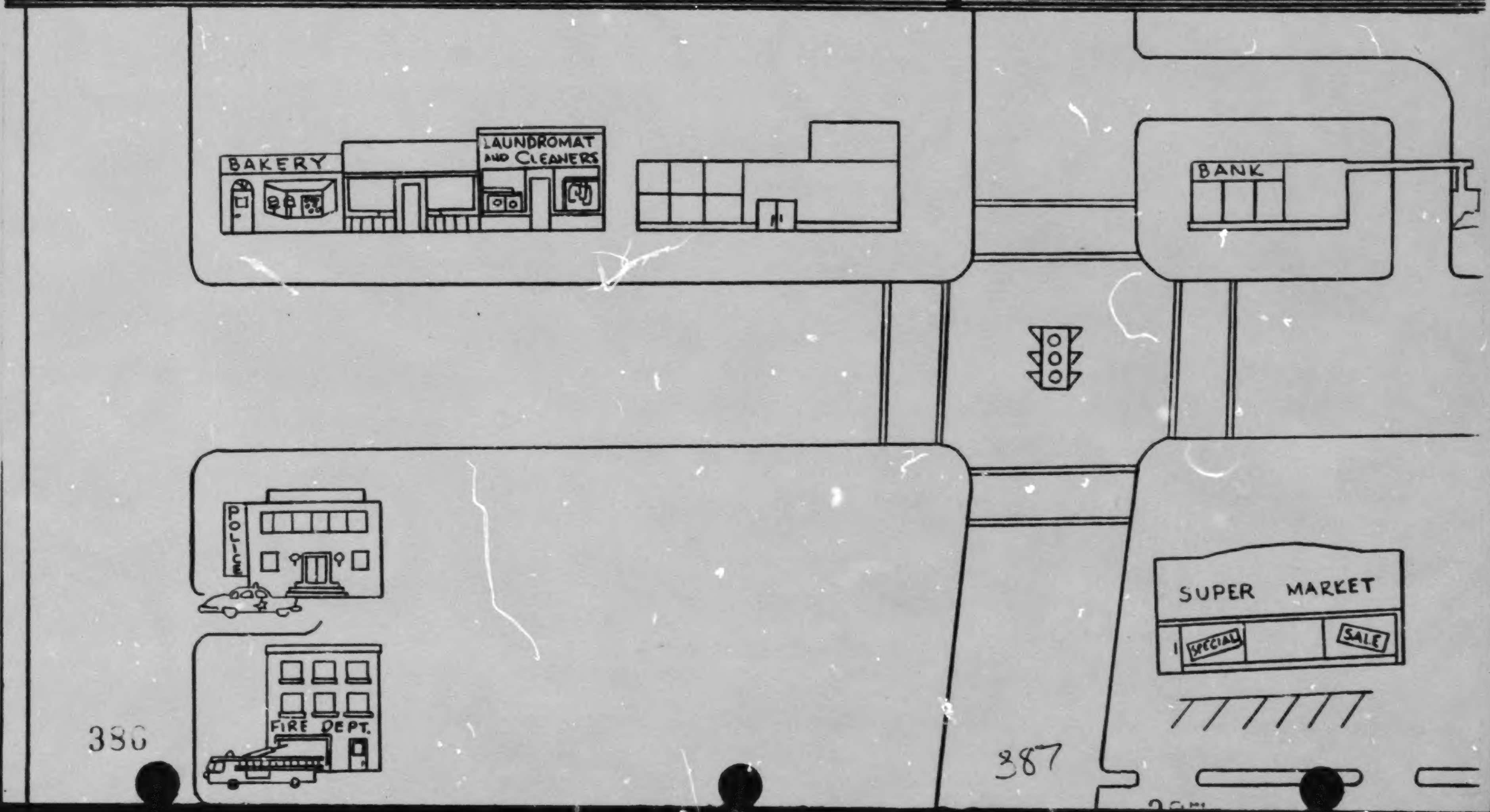
Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○


BAKERY
LAUNDROMAT AND CLEANERS
BANK
POLICE
SUPER MARKET
SPECIAL
SALE
FIRE DEPT.

386

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PROJECT OMNI ACTIVITY CARD

ODM-CON-33

Module: OUTDOOR MOBILITY **Area:** CONCEPTS

Objective: TO MARK LANDMARKS ON THE BUSINESS AREA MAP

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Review Activity Card ODM-CON-31.

1. Discuss with the students possible ways to represent the landmarks on the map.
2. Choose the most appropriate manner and then mark the map.

PROJECT OMNI ACTIVITY CARD

ODM-CON-34

Module: OUTDOOR MOBILITY **Area:** CONCEPTS	**Special Considerations**
Objective: TO RECOGNIZE THE SHAPES OF INTERSECTIONS	**SMR** ● **EMR** ○ **HI** ○ **LD** ○
	TMR ○ **PH** ○ **VI** ● **ED** ○

Review Activity Card ODM-CPT-10.

1. Using the map of the residential area (ODM-CON-14A) and the business area (ODM-CON-32A), ask the student to identify the shapes of the intersections "T" and "+".
2. Ask the student to identify the number of corners found on each different shaped intersection.
3. Using a map of the entire county, ask the student to locate various types of intersections.

PROJECT OMNI ACTIVITY CARD

TRC-INT-1

Module: TRANSPORTATION CONCEPTS **Area:** INTRODUCTION

Objective: TO UNDERSTAND THE PURPOSE FOR USING TRANSPORTATION

Special Considerations

SMR ● EMR ○ HI ○ LD ●

TMR ○ PH ○ VI ○ ED ●

Discuss with students various kinds of transportation. This introductory discussion should include:

1. Different modes of transportation. Students should talk about any personal experiences they might have had using various modes of transportation.
2. Ask the student to relate why they had used the various modes of transportation.
3. Ask the students if they could have used other modes of transportation to get to the same destination. Why or why not?
4. Have students bring in pictures of different kinds of transportation.

PROJECT OMNI ACTIVITY CARD TRC-INT-2

Module: TRANSPORTATION CONCEPTS **Area:** INTRODUCTION

Objective: TO UNDERSTAND WHAT TYPES OF VEHICLES ARE USED AND WHY WE USE THEM

Special Considerations

SMR ● EMR ○ HI ○ LD ●
TMR ○ PH ○ VI ○ ED ●

Ask the student to name different vehicles used for transportation.

1. Record responses, making sure to include car, bus, train, taxi, boat, and plane.

2. Look through magazines to find pictures of the various modes of transportation to reinforce the different types and what they look like.

3. Discuss with the student why they would use different types of transportation.
   a. Cars - most common form of transportation
   b. Taxis - is a car you ride for a fare; gives door-to-door service, and price depends on distance traveled
   c. Buses and Trains - are used for the same reason as cars: to go shopping, to work, et cetera. They run on a schedule and you pay to ride on them. People use buses or trains when they do not want to drive or cannot drive a car.
   d. Boats and Planes - are used for long distance traveling; usually vacations or business trips, for example. They also run on schedules.

PROJECT OMNI ACTIVITY CARD

TRC-INT-3

Module: TRANSPORTATION CONCEPTS **Area:** INTRODUCTION

Objective: TO UNDERSTAND THE CONCEPT OF PUBLIC TRANSPORTATION

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Teacher should show the pictures of the different modes of transportation (Activity TRC-INT-1).

1. Ask the students which transportation mode required a fare or ticket.
2. Distinguish between those with fares and those with tickets and those with neither.
   a. fares: bus, taxi, trolley
   b. tickets: bus, train, plane, subway, boat
   c. neither; family or neighbor's cars
3. Discuss with students that transportation which requires tickets or fares is called public transportation. Ask students which of the above (item 2) would be considered as public transportation.

PROJECT OMNI ACTIVITY CARD

TRC-BT-4

Module: TRANSPORTATION CONCEPTS **Area:** BUS/TRAIN

Objective: TO BE AWARE OF THE CHARACTERISTICS AND TERMS OF REFERRING TO BUSES

Special Considerations

SMR ● EMR ○ HI ○ LD ●
TMR ○ PH ○ VI ● ED ●

This activity is to be done with OMNI-prepared slides or a detailed picture of a bus.

1. Show the slides or pictures to the students. Identify the following characteristics:
   a. location of places to catch a bus (bus stops or corners)
   b. location of route number (sometimes on side, sometimes located on front with destination)
   c. location of destination indicator (point out that this rotates and can change)
   d. doors - enter the front door, exit the rear
   e. bus driver - uniform, et cetera
   f. fare box
   g. cord - location, purpose, and usage

PROJECT OMNI ACTIVITY CARD

TRC-BT-5

Module: TRANSPORTATION CONCEPTS **Area:** BUS/TRAIN

Objective: TO IDENTIFY BUSES BY NAME OR NUMBER

Special Considerations

SMR ● EMR ○ HI ○ LD ●

TMR ○ PH ○ VI ● ED ●

When traveling on public transportation, choosing the correct bus involves being able to identify a number and/or a word from choices. It is not always necessary for the student to read a word or number; he or she can match or discriminate the correct choice.

1. Prepare several cards with numbers on them.
2. Give the student one card with a number on it that he or she has to identify from the group of cards.
3. Flash each card for about 15 seconds and tell the student to stop you when you arrive at the correct one.
4. Repeat activity using a set of cards with names of towns on them.
5. Using prepared worksheets, practice recognizing bus number and destination. Example:

   Bus 51 Chestnut Hill (Eastbound Destination)
   Bus 51 Norristown (Westbound Destination)
   Bus 5 Upper Darby

PROJECT OMNI ACTIVITY CARD

TRC-BT-6

Module: TRANSPORTATION CONCEPTS **Area:** BUS/TRAIN

Objective: TO REINFORCE SKILLS NECESSARY TO CHOOSE A BUS

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ○ ED ○

Prepare card with both a number and a town written it (6/Stowe).

1. Give the student a card with a number and town on it that he or she has to identify.
2. Flash each card for about 15 seconds and tell student to stop when you arrive at the correct one.
3. To make the activity harder, prepare cards with different numbers but the same town and the same numbers but different towns.

PROJECT OMNI ACTIVITY CARD

TRC-BT-7

Module: TRANSPORTATION CONCEPTS **Area:** BUS/TRAIN

Objective: TO DEVELOP THE CONCEPT OF FARES WHEN USING A BUS

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ● VI ○ ED ○

A student does not need to have money concepts in order to efficiently utilize exact fares.

1. Review location of fare box.
2. Discuss purpose of fare box.
   a. bus driver does not need to carry money or change
   b. exact change (or more) required and dropped into top of box
   c. no change is ever given to the passenger
3. Discuss the purpose of fares.
   a. cost to ride bus
   b. cost based upon distance traveled
4. Provide exercises for matching exact change required to identify coin equivalency.

PROJECT OMNI ACTIVITY CARD

TRC-BT-8

Module: TRANSPORTATION CONCEPTS **Area:** BUS/TRAIN

Objective: TO DEVELOP AN UNDERSTANDING OF BUYING TICKETS FOR A TRAIN

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ● VI ○ ED ○

Set up a role-playing situation in which students can practice purchasing tickets.

1. Discuss the various public transportation modes that require tickets, i.e., bus, subway, train.
2. Discuss ticket concepts.
   a. You must know where you are going.
   b. Cost of ticket can depend upon distance traveled.
   c. Tickets must be purchased using money.
   d. Some tickets can be purchased at terminals.
   e. Some tickets can be purchased on the train.
3. Discuss the name for the person selling tickets (conductor or agent).
4. Discuss the name for the person buying tickets (passenger).
5. Have students take turns being the passengers and buying the tickets from a ticket agent or conductor.

PROJECT OMNI ACTIVITY CARD TRC-BT-9

Module: TRANSPORTATION CONCEPTS **Area:** BUS/TRAIN

Objective: TO RECOGNIZE AND UNDERSTAND CHARACTERISTICS AND TERMS RELATING TO TRAINS

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ● PH ○ VI ● ED ○

This activity is to be done using OMNI-prepared slides or a detailed picture of a train and a station.

1. Show the students the slides or pictures. Identify the following terms:
    a. station/terminal
    b. track number - time/destination
    c. platform
    d. conductor
    e. ticket counter
2. Explain to students that all of "b" above is often included in information regarding departures and you need to use all that information to get the right train.
   Example: the train for Pottstown leaving from Track 4 at 3:52 p.m.

PROJECT OMNI ACTIVITY CARD

TRC-SCH-10

Module: TRANSPORTATION CONCEPTS **Area:** SCHEDULES

Objective: TO BEGIN TO UNDERSTAND THE CONCEPT OF SCHEDULES

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Make up a schedule of the student classes or student chores using the format in the example below. Place it on the bulletin board and explain to the students how to use it. Example:

	Mon.	Wed.	Fri.
Ben	Erasers	Blackboard	Lights
Sue	Blackboard	Lights	Erasers
Harold	Lights	Erasers	Blackboard

1. Ask the students questions to test their knowledge, for example, "Sue, what is your chore this Friday?" Repeat questions until all students demonstrate understanding.

PROJECT OMNI ACTIVITY CARD

TRC-SCH-11

Module: TRANSPORTATION CONCEPTS **Area:** SCHEDULES

Objective: TO BEGIN TO UNDERSTAND BUS AND TRAIN SCHEDULES

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Create a simple schedule of a bus by using familiar towns or streets if possible.

Pottstown	Collegeville	Norristown	Phila.
1:00	1:30	2:00	2:30
1:30	2:00	2:30	3:00
2:00	2:30	3:00	3:30
2:30	3:00	3:30	4:00

1. Ask student several different types of questions to test understanding:
   - If you caught the 1:30 bus in Collegeville, what time would you arrive in Philadelphia?
   - If you had an appointment in Philadephia at 4:15, what bus would you take out of Pottstown?
   - It is 2:15; what is the next bus you can catch in Norristown?

PROJECT OMNI ACTIVITY CARD

TRC-SCH-12

Module: TRANSPORTATION CONCEPTS **Area:** SCHEDULES

Objective: TO PRACTICE READING SCHEDULES

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

On a ditto, make a schedule of a doctor's appointment book using the students' names:

	Mon.	Wed.	Fri.
12:00		Sue	
1:00	Ben		
2:00			Peg
3:00		Harold	

1. Ask the students to test their knowledge, for example, "Harold, when is your doctor's appointment (day and time)?", or "Who has an appointment on Wednesday at 3:00?", or "When is that appointment over?"
2. Allow students to take turns scheduling appointments.
3. Have student "call" and ask for a specific appointment. (Students must request appointments specifying day, date, and time.)

PROJECT OMNI ACTIVITY CARD

TRC-SCH-13

Module: TRANSPORTATION CONCEPTS **Area:** SCHEDULES

Objective: TO UNDERSTAND HOW CARDINAL DIRECTIONS ARE USED IN READING A SCHEDULE

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ● ED ○

When reading a schedule for a train or a bus, it is often necessary to be aware of the general direction of the route, for example on the top of the schedule, you will see EASTBOUND, WESTBOUND or NORTHBOUND, SOUTHBOUND. The student must know the general direction he or she wants to travel in order to read the schedule correctly.

1. Prepare a ditto with several routes going in different directions. Use the names of familiar towns at each end of the route, but make sure they are accurately placed.
2. Ask the students if they were traveling from (town) to (town), which direction would they be traveling? Repeat for all routes in both directions.

NOTE: At this time, it is not appropriate to use public transportation schedules because of their complexity.

PROJECT OMNI ACTIVITY CARD TRC-SCH-14

Module: TRANSPORTATION CONCEPTS **Area:** SCHEDULES

Objective: TO UNDERSTAND THE USE OF THE TERMS "INBOUND" AND "OUTBOUND" WHEN READING A SCHEDULE

Special Considerations

SMR ● EMR ○ HI ○ LD ○
TMR ○ PH ○ VI ○ ED ○

When bus or train schedules are written for routes to or from a major terminal, the terms INBOUND and OUTBOUND are used.

1. Explain the meaning:
    a. INBOUND is the schedule for those trains and buses traveling towards the major terminal or station.
    b. OUTBOUND is the schedule for those trains and buses traveling from the major terminal or station.
2. Explain that some larger cities may use the terms "uptown" and "downtown".

PROJECT OMNI ACTIVITY CARD

TRC-SCH-15

Module: TRANSPORTATION CONCEPTS **Area:** SCHEDULES

Objective: TO UNDERSTAND OUTBOUND AND INBOUND WHILE READING A SCHEDULE

Special Considerations

SMR ● EMR ○ HI ○ LD ○

TMR ○ PH ○ VI ● ED ○

Using the schedule from the previous activity, TRC-SCH-11, add the reverse and place INBOUND and OUTBOUND on top.

INBOUND				OUTBOUND			
Pottstown	Collegeville	Norristown	Phila.	Phila.	Norristown	Collegeville	Pottstown
1:00	1:30	2:00	2:30	1:15	1:45	2:15	2:45
1:30	2:00	2:30	3:00	1:45	2:15	2:45	3:15
2:00	2:30	3:00	3:30	2:15	2:45	3:15	3:45
2:30	3:00	3:30	4:00	2:45	3:15	3:45	4:15

1. Ask student several different types of questions to test understanding.
   a. Which schedule would you read OUTBOUND or INBOUND?
      - Collegeville to Phila.? Phila. to Pottstown?
      - Norristown to Collegeville? Pottstown to Norristown?

   b. If you live in Pottstown and have to be at work in Phila. at 3:45, what bus would you take? If you live in Pottstown and leave Norristown at 2:45, what time would you arrive home?
2. Repeat activity with schedules reading NORTHBOUND/SOUTHBOUND and EASTBOUND/WESTBOUND.

APPENDIX A

Materials Listings

1. Basic Skills Guide
2. OMNI Activities

PROJECT OMNI
MATERIALS LISTING

INTRODUCTION

Exceptional children representing many disciplines are provided educational services in a variety of settings. The younger exceptional child is more likely to receive his education in a self-contained classroom. Many of the materials and resources that Project OMNI recommends to teach, supplement, or reinforce pre-requisite mobility skills can already be found within the self-contained classrooms.

For other exceptional students, their educational placement may include a resource room setting. For these types of classes, the suggested materials and resources may be available through their individual programs.

In May of 1981, Project OMNI conducted a curriculum search at the Pennsylvania Resources and Information Center for Special Education (PRISE). This was an attempt to locate materials and resources available to teach, supplement, or reinforce the specific skills identified by Project OMNI. The listings included several thousand references. Materials and resources listed under PRISE, include only those materials available through the special education programs within the Montgomery County Intermediate Unit.

How to Use the Materials and Resources Listing

Each of the areas is identified in the materials listing at the top of the page. The listing of materials that deal with more than one skill area is repeated under each skill area to which it pertains.

The materials are arranged alphabetically by publisher or author under the title of Company/Materials on the left-hand side of the page. The middle column provides a short description of the item to inform the teacher of its format, content, and purpose.

The right-hand column of the page lists material availability. This section indicates which programs utilize these specific materials. Materials indicated by "Project OMNI" can be borrowed on a short-term basis by any special education teacher in the Montgomery County Intermediate Unit utilizing the OMNI curriculum. Availability marked "PRISE" indicates materials which can be borrowed from PRISE by any Special Education teacher. Materials listed by exceptionality indicate the special education program utilizing these materials. These materials are only available to the exceptionality program listed.

BASIC SKILLS - SENSORY DEVELOPMENT

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
CONTINENTAL PRESS:		
Seeing Likenesses and Differences I & II	Dittos	L & A
Visual Discrimination A	Dittos	L & A
Visual Motor Skills A	Dittos	L & A
Visual Readiness I & II	Dittos	L & A
DLM:		
APT	Figure ground - 11 tapes and 22 spirit masters designed to help the student focus on one auditory stimulus.	Project OMNI
APT II	Figure ground - The student is exposed to verbal instructions against simultaneous irrelevant environmental noises.	Project OMNI
Auditory Perception Training Tapes	Cassettes and dittos to develop skills in auditory memory, motor, figure ground, and discrimination.	VISION PRISE L & A
Buzzer Boards/Pattern Cards	Pattern cards to use with buzzer board. Exercises in non-verbal auditory and visual discrimination and memory.	VISION PRISE
Designs in Perspective	To develop visual discrimination (perspective).	VISION PRISE
Familiar Sounds - Career	A cassette tape with sounds of 10 careers through audio-visual association (carpenter, mechanic, law enforcement, etc.).	Project OMNI VISION PRISE
Feel and Match	Circles with different textures to compare and match. (Part of L & A pre-readiness program.)	VISION PRISE L & A

BASIC SKILLS - SENSORY DEVELOPMENT
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
IDEAL:		
Mark-On, Wipe-Off: Tracking Association	Tracing and tracking activities on laminated boards.	L & A
Sounds in My World	2 cassettes, ditto masters, and picture cards. Areas: discrimination, comprehension, sequencing, and listening for information.	Project OMNI PRISE
LAURI:		
Puzzles: Fit a Shape, Fit a Blob	Foam puzzle for visual discrimination. (Part of L & A pre-readiness program.)	VISION L & A
LEARNING CONCEPTS:		
Learning Staircase	Auditory - Activities organized in a developmental sequence. Visual - Activities organized in a developmental sequence. Tactile - Activities organized in a developmental sequence.	Project OMNI VISION PRISE
MCGRAW-HILL:		
Sights and Sounds	6 color filmstrips with cassettes (On the Farm, Circus, Christmas, In the City).	Project OMNI PRISE
MILTON BRADLEY:		
Simon	Electronic game, batteries needed.	Project OMNI
STOELTING CO.:		
Peabody Model Mobility Kit for Blind and Low Vision Students	Sound localization, tactual discrimination, olfactory discrimination; assessment checklist and teacher's resource book included.	Project OMNI PRISE

BASIC SKILLS - SENSORY DEVELOPMENT
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
Figure-Ground Activity Cards	18 black and white pictures. The task is to locate the keyed objects in the picture (wipe on/off cards).	VISION PRISE
Large Parquetry Block Designs	Large wooden shapes to form given designs. (Part of L & A pre-readiness program.)	VISION PRISE L & A
See It, Do It	Small booklets for perceptual motor skills.	Project OMNI PRISE L & A
Sorting Box	Sequential skills and visual discrimination.	VISION PRISE L & A MR
Spatial Orientation and Sequencing Board	A 50-hole board in which student places or removes a peg or ring. Develops hand-eye coordination.	VISION PRISE MR
Tac Tracks	12 green and 12 red textured footprints.	Project OMNI PRISE
Tracking Association Cards	A set of 9 double-sided mark on/wipe off cards using a variety of tracking patterns.	Project OMNI
ENGLEMANN, S.:		
The Basic Concept Inventory	A 21-question test that covers vision discrimination, auditory sequencing, and auditory memory.	Project OMNI PRISE
EDUCATIONAL ACTIVITIES, INC.:		
Daily Sensorimotor Training Activities	A handbook for teachers and parents of pre-school and primary children.	Project OMNI PRISE
FITZHUGH PLUS PROGRAM:		
Shape Completion	A workbook to develop visual motor/discrimination skills to complete basic shapes.	VISION PRISE

BASIC SKILLS - SENSORY DEVELOPMENT
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
TEACHING RESOURCES:		
Basic Skills Curriculum Guide	Auditory, tactile, and visual suggested activities.	Project OMNI PRISE MR
Touch-and-Match Shapes	10 pairs of plastic "bridges" to provide practice in tactile discrimination of geometric shapes.	VISION PRISE
Touch-and-Match Textures	Various textures, such as sand paper, metal, sponge, etc., to give students practice in distinguishing and matching textures.	VISION PRISE
Vanguard School Program: Motor and Perceptual Training	Teacher's guide and workbook. Visual-Motor Integration - Book 2	Project OMNI PRISE
VORT CORPORATION:		
BCP Method Cards	(A multi-activities book with behavioral strands.) Sensory Perception - Strand 12, Book 2 Auditory Perception - Strand 13, Book 3 Visual Motor I & II - Strands 14 and 15, Book 2	Project OMNI PRISE

BASIC SKILLS - MOTOR DEVELOPMENT

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
BRYANT CRATTY:		
Developmental Games for Physically Handicapped Children	Individual, partner, wheelchair, and combination games.	Project OMNI PRISE
DLM:		
Dyna-Balance Rocking Platform	A wooden platform on a fulcrum to aid in balancing activities.	Project OMNI PRISE MR
Tac Tracks	12 green and 12 red footprints good for balance and visual motor.	Project OMNI PRISE
EDUCATIONAL ACTIVITIES, INC:		
Daily Sensorimotor Training Activities	A Handbook for Teachers and Parents of Pre-School and Primary Children. Activity suggestions.	Project OMNI PRISE
FOLLET PUBLISHING CO.:		
Frostig MGL Move Grow Learn	Teacher's guide and activity cards for body awareness, movement, strength, agility, laterality, directionality, and spatial relationship.	Project OMNI PRISE
IDEAL:		
Cross the Brook	Active group games doing hopping, skipping, listening, etc. (Part of L & A pre-readiness program.)	L & A
LAURI:		
Versa-Tiles	Large Lauri shapes students can walk on. (Part of L & A pre-readiness program.)	L & A

BASIC SKILLS - MOTOR DEVELOPMENT
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
LEARNING CONCEPTS:		
Learning Staircase	Gross/fine motor activities in a developmental sequence.	Project OMNI VISION PRISE
STOELTING CO.:		
Peabody Model Mobility Kit for Blind and Low Vision Students	Motor assessment checklist with teacher's resource book.	Project OMNI
TEACHING RESOURCES:		
Basic Skills Curriculum Guide	Activity suggestions.	Project OMNI TMR/EMR PRISE
Directional Mat	A gross motor activity resembling a numerical "Twister", using concepts such as "on", "off", "forward", "right", "left", etc. Teacher's guide included.	Project OMNI PRISE
VORT:		
BCP Method Cards	A multi-activities book with behavioral strands. Posture - Strand 55 Gross Motor I & II - Strands 16 and 17, Book 2 Wheelchair Use - Strand 53, Book 2 Ambulation - Strand 54, Book 2	Project OMNI PRISE

BASIC SKILLS - CONCEPT DEVELOPMENT

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
ACADIA:		
Listening Games	Game approach to directionality, colors, shapes, numbers, and following directions. Includes dittos.	VISION PRISE L & A
CHILDCRAFT:		
Color-Shape Abacus	100 plastic forms to sort, classify, or sequence by color or shape. (Part of L & A pre-readiness program.)	VISION
CONCEPT DEVELOPMENT SERIES:		
Beginning Language Concepts	Systems 80 Kits CD-C: Introductory color sequence, descriptive adjectives (short, tall, thick, thin, wide, many, few, none).	L & A
Beginning Language Concepts	Systems 80 Kits CD-E: ordinal directions Kits CD-H: high/low fast/slow Kits CD-I: parts of body	L & A
Beginning Math Concepts	Systems 80 Kit CD-A: Basic colors, size, patterns or color and shape.	L & A
DLM:		
Before-and-After Sequencing Cards	24 cards ideal for beginning sequencing skills.	Project OMNI
Body Image Puzzles	Puzzles increase in difficulty. (Part of L & A pre-readiness program.)	VISION PRISE L & A MR

BASIC SKILLS - CONCEPT DEVELOPMENT
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
Body Parts Dice Game	This game teaches and reinforces the names of 21 parts of the body by name or by picture.	Project OMNI
Dimensional Concept Cylinders	40 colored cylinders varying in height, diameter, and color.	VISION PRISE
Open Sequence Cards	18 cards with a 3-picture sequence. Student must select the card missing from the sequence.	Project OMNI
Photo Sequential Cards	4 different situations on photo cards that require sequencing skills.	Project OMNI
Same or Different Proportion Cards	15 cards to develop an understanding of comparison: taller/shorter, higher/lower, longer/shorter, wider/narrower.	Project OMNI
EDUCATIONAL ACTIVITIES:		
Daily Sensorimotor Training Activities	Activities for gross motor, body parts, and listening skills.	PRISE L & A
FEARON:		
Time and Telling Time Workbook	Tells how to tell time, parts of the day, different clocks, and roman numerals.	L & A
Measure Up Workbook	Practice in linear measurement.	L & A
FOLLETT PUBLISHING CO.:		
Frostig MGL Move-Grow-Learn	Teacher's guide and activity cards for body awareness, movement, strength, agility, laterality, directionality, and spatial relationship.	Project OMNI PRISE

BASIC SKILLS - CONCEPT DEVELOPMENT
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
FOSTER, E.:		
The Time is Now - Book 2	A workbook for the multiplihandicapped. Telling time: hour, half-hour, 15 minutes, 45 minutes, 10 minutes, and 20 minutes.	Project OMNI
The Time is Now - Book 3	A workbook for the multiplihandicapped. Telling time: 40 minutes, 50 minutes, and 25 minutes. Review of Books 1 and 2.	Project OMNI
The Time is Now - Book 4	A workbook for the multiplihandicapped. Telling time: 35 minutes, 55 minutes, and 5 minutes. Review of Books 1, 2, and 3.	Project OMNI
IDEAL:		
Cross the Brook	Active group games for shapes and colors. (Part of L & A pre-readiness program.)	L & A
JUDY CO.:		
Clock	A large clock with stand and moveable hands.	VISION
MEDIA MATERIALS, INC.:		
Travelers' Mathematics	Duplicating masters. Some exercises estimating time and distance.	Project OMNI
MILTON BRADLEY:		
Large Beads - Laces	Beads can be strung by color or shape.	PRISE L & A

BASIC SKILLS - CONCEPT DEVELOPMENT
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
Body Imagery	Mark-on/wipe-off cards.	Project OMNI PRISE
PSYCHOLOGICAL CORPORATION:		
Boehm Resource Guide for Basic Concept Teaching	15 teaching units covering 50 basic concepts. Concept cards and 91 ditto masters.	Project OMNI PRISE
SRA:		
Learing to Think Series	Thinking skills: same/different, size, shape, etc. Red Book, Blue Book, Green Book, and Gold Book.	L & A PRISE
STOELTING CO.:		
Peabody Model Mobility Kit for Blind and Low Vision Students	Assessment checklist to teach body parts, shape, and size discrimination with teacher's guide.	Project OMNI
TABABA-JUEDES, E.:		
Concept Formation: The Assessment and Remediation of Concept Deficit in the Young Child	Basic concept word activities - 51 pages.	Project OMNI PRISE
TEACHING RESOURCES:		
Basic Skills Curriculum Guide	Suggested activites to develop body awareness skills, etc.	Project OMNI PRISE MR
Colored Beads and Pattern Cards	216 beads with 70 pattern cards to provide activities in sorting by color, shape, and size.	VISION PRISE MR/PH
Directional Mat	The Directional Mat resembles a numerical "Twister" to teach concepts such as right-left, forward, next to, on, off, etc. Teacher's guide included.	Project OMNI PRISE MR

BASIC SKILLS - CONCEPT DEVELOPMENT
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
Dubnoff School Program	A pre-writing program to develop good visual motor skills.	PRISE MR/PH
Vanguard School Program: Motor and Perceptual Training	Teacher's guide and workbook. Body Awareness: Book 1	Project OMNI PRISE
VORT CORPORATION:		
BCP Method Cards	A multi-activities book with behavioral strands. Self-Identification: Strand II, Book 1	Project OMNI PRISE

BASIC SKILLS - COMMUNICATION

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
BARNELL LOFT:		
Specific Skills Series	Levels A - F of Following Directions and Getting the Facts.	VISION PRISE L & A LD
CEBCO:		
Basic Skills in Using Money	Duplicating masters teaching coin recognition, money for vending machines, and the concept of "Is there enough?"	Project OMNI
CREATIVE TEACHING ASSOC.:		
Clock-O	A game to teach the understanding of time concepts.	Project OMNI
CURRICULUM ASSOCIATES:		
Follow Directions	Workbooks - practice in following written directions.	L & A
DLM:		
Clock Stamp	A 3-inch rubber stamp of a clock without hands. Desired time can be drawn in by students or teacher.	VISION PRISE MR

BASIC SKILLS - COMMUNICATION
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
Concepts for Communication	A program to aid students in developing receptive, associative, and expressive language skills.	Project OMNI
Money Game	A 4-player game to reinforce identification and recognition of coins.	Project OMNI VISION MR
Moving Up in Money I	Practice in identifying coins and bills and helps the student learn the equivalence of coin and bill combinations in 94 activity cards. Includes teacher instructions.	Project OMNI
One Dollar, Five Dollar, and Ten Dollar Bill Stamp	Each stamp fits standard stamp pad and includes the face side of the bills.	Project OMNI
Shopping Lists Game	A game to teacher adding, subtracting, using coins and bills, and giving change in amounts of $5 or under with shopping lists.	Project OMNI
What's Your Change? Drill Cards	21 cards showing pictures of purchased item with the amount of money presented and the selling price; student must calculate change.	Project OMNI
FEARON:		
Using Dollars and Sense	Workbook for money recognition and counting.	VISION LD

BASIC SKILLS - COMMUNICATION
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
GREAT IDEA:		
Money Blocks	Excellent teacher's guide to accompanying money blocks (real coins imbedded in blocks) to teach coin recognition, counting, and equivalence.	Project OMNI
INSTROCTO:		
How to Use the Telephone	A booklet with dittos, record, and activities for teaching basic telephone skills.	Project OMNI
Money Bingo	Coin recognition through a bingo game.	LD
INTERPRETIVE EDUCATION:		
Money Handling	Filmstrip with cassette (10 minutes) showing purpose of money, coin/dollar equivalence, shopping, and change.	Project OMNI
Telling Time	1 filmstrip with cassette (10 minutes) covering a.m., p.m., schedules, and calendars.	Project OMNI
Using the Telephone Book	Filmstrip with cassette (10 minutes) covering types of phones, directory, and area codes.	Project OMNI

BASIC SKILLS - COMMUNICATION
(Continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
JANUS SURVIVAL GUIDE, A:		
Reading and Following Directions	A workbook to help the student practice reading and following directions.	Project OMNI LD
LEARNING CONCEPTS:		
Learning Staircase	Remembering and following directions; activities arranged in a developmental sequence for pre-school level students.	Project OMNI PRISE L & A
MEDIA MATERIAL, INC.:		
Travelers Mathematics	Duplicating masters with cassette. Reading schedules.	Project OMNI PRISE
MILTON BRADLEY:		
Signs and Symbols Flash Cards	Flash cards with purpose and explanation on the back.	Project OMNI
RICHARDS, FRANK E.:		
Using Money Series	Book I - Counting My Money Book II - Making My Money Count	VISION L & A LD

BASIC SKILLS - COMMUNICATION
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
TEACHING RESOURCES:		
The Money Book	Games and activities; teacher's resources for teaching money concepts.	Project OMNI PRISE MR LD
Money Lines	Strip cards to teach coin recognition and coin equivalency.	Project OMNI PRISE LD MR
Coin Stamps - Tails	5 stamps showing tails of penny, nickel, dime, quarter, and half-dollar.	Project OMNI MR
Coin Stamps - Heads	5 stamps showing heads of penny, nickel, dime, quarter, and half-dollar.	Project OMNI MR
Size Insert Puzzles	4 wooden puzzles with 5 sizes of objects - largers to smallest.	PRISE MR/PH
Shape Beanbags Sets 1 and 2	9 vinyl beanbags to develop color and shape recognition through motor activities.	MR/PH
TEECH-UM CO.:		
The Change Maker	Numerous activity cards to teach making change.	Project OMNI

BASIC SKILLS - SPATIAL CONCEPTS

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
CONCEPT DEVELOPMENT SERIES:		
Beginning Language Concepts	Kit CD-D: top, bottom, inside/outside, through, beside, over/under, above, below, center, corner. Systems 80	L & A
DLM:		
Dimensional Puzzle	12 basic shapes in two pieces to develop concepts of form and spatial relationships.	VISION PRISE MR
Spatial Orientation and Sequencing Board	A 50-hole maple board in which a student places or removes a peg or ring as directed.	VISION MR
Spatial Relations Picture Cards	30 colored cards showing the spatial relationships of 5 different objects.	VISION MR
Tangram and Puzzle Cards	A 7-piece block tangram and 27 puzzle design cards to develop spatial relationships.	VISION PRISE
INSTRUCTO:		
Positions in Space	Charts to show position (up, down). Dittos and teaching activities. (Part of L & A pre-readiness program.)	PRISE L & A
LEARNING CONCEPTS:		
Learning Staircase	Spatial relationships activities arranged in a developmental sequence.	Project OMNI VISION PRISE

BASIC SKILLS - SPATIAL CONCEPTS
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
TABAKA-JUEDES, E.:		
Concept Formation: The Assessment and Remediation of Concept Deficit in the Young Child	51-page booklet of concept activities.	Project OMNI
TEACHING RESOURCES:		
Basic Skills Curriculum Guide	Suggested activities including spatial concepts.	Project OMNI PRISE MR
Directional Mat	The Directional Mat (resembling a numerical "Twister") uses concepts such as right-left, forward, next to, on, off, etc. Includes a Teacher's Guide.	Project OMNI PRISE MR
Fair-Banks-Robinson Program	A curriculum kit to develop shape and size perception, spatial relations, and sequencing.	MR/PH
Positions	A deck of 50 colored cards showing spatial concepts.	Project OMNI PRISE MR
Vanguard School Program: Motor and Perceptual Training	Teacher's guide and workbook. Spatial Relationship - Book 4	Project OMNI PRISE

INTRODUCTION TO MOBILITY

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
DLM:		
Concept Town	A game to teach students various characteristics of a neighborhood and town.	Project OMNI
Functional Signs	44 signs in 3 sizes, including INFORMATION, DON'T WALK, OPEN, and EXIT.	
Functional Signs Match-Up	A game (maximum of 8 players) to help students to become familiar with signs found in the environment.	
Survival Signs	44 signs, including EMERGENCY, WARNING, WET PAINT, and HANDICAPPED.	Project OMNI PRISE
EDUCATIONAL ACTIVITIES, INC.:		
Safety and You	4 filmstrips with cassettes: Street Safety, Fire Safety, Bus Safety, and Bicycle Safety.	Project OMNI
IDEAL:		
Survival Signs	Symbol recognition of signs found indoors and outdoors: KEEP OUT, WOMEN, NO EXIT, and BEWARE OF DOG.	Project OMNI
Traffic Signs (standing)	Common traffic signs you can stand up in the classroom.	Project OMNI

INTRODUCTION TO MOBILITY
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
INSTRUCTOR PUBLICATIONS:		
Every Day Safety	10 posters with teaching suggestions for safety - on the playground, crossing streets, on the bus.	Project OMNI
INTERPRETIVE EDUCATION:		
Stop & Go Series	5 filmstrips with cassettes to teach the recognition and understanding of "stop sign", "stop light", "walk", and "cross guard".	Project OMNI
Transportation	A filmstrip with cassette introducing various transportation and purposes.	Project OMNI
JANUS BOOK PUBLISHERS:		
Sign Language - A Survival Vocabulary	Books A, B, C, and D - workbooks to help students understand the meaning of various signs found indoors and outdoors.	Project OMNI
MILTON BRADLEY:		
Signs and Symbols Flash Cards	Flash cards of various signs and symbols found indoors and outdoors with explanations on the back.	Project OMNI
TREND:		
Safety Signs	Small signs for the bulletin board.	Project OMNI
UNITED LEARNING:		
Playing Safe	Captioned filmstrip - "Streets and Sidewalks".	Project OMNI

INDOOR MOBILITY

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
DLM:		
Concept Town	A game to help students to become familiar with the concepts of streets, intersections, crosswalks, etc.	Project OMNI
Functional Signs	44 signs in 3 sizes, including "Open", "Exit", "Use Other Exit", etc.	Project OMNI
Functional Signs Match-Up	A game (maximum of 8 players) to help students become familiar with signs and symbols.	Project OMNI
Survival Signs	44 signs, including "Handicapped", "Emergency", "Fire", "Alarm", and "Nurse".	Project OMNI PRISE
Where I Am	Independent map and orientation activities in a workbook. Includes a map of your class and school.	Project OMNI
FRANK SCHAEFFER:		
Map Skills Game Board	5 game boards using signs, symbols, and cardinal direcions.	Project OMNI
IDEAL:		
Survival Signs	Symbol recognition of signs found indoors and outdoors: WOMEN, MEN, NO EXIT.	Project OMNI
JANUS BOOK PUBLISHERS:		
Sign Language - A Survival Vocabulary	Books A, B, C, & D - workbooks to help students understand the meaning of various signs found indoors and outdoors.	Project OMNI

INDOOR MOBILITY
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
MILTON BRADLEY:		
Signs and Symbols Flashcards	Flash cards of various signs and symbols found indoors and outdoors with explanations on the back.	Project OMNI
VORT CORPORATION:		
BCP Method Cards	Book 2 - A multi-exceptionality book of activities to teach the concepts of streets, intersections, safety, signs and symbols, etc.	Project OMNI PRISE

OUTDOOR MOBILITY

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
DLM:		
Concept Town	A game to help students to become familiar with the concepts of streets, intersections, crosswalks, etc.	Project OMNI
Functional Signs	44 signs in 3 sizes, including "Open", "Exit", "Use Other Exit", etc.	Project OMNI
Functional Signs Match-Up	A game (maximum of 8 players) to help students become familiar with signs and symbols.	Project OMNI
International Signs and Symbols	Pictures of 15 international signs/symbols.	Project OMNI
Where I Am	Independent map and orientation activities in a workbook. Includes a map of your class and school.	Project OMNI
FRANK SCHAEFFER:		
Map Skills Game Board	5 game boards using signs, symbols, and cardinal directions.	Project OMNI
SOL GORDON:		
Signs	4 filmstrips (no captions or cassette) of familiar signs found in an outdoor environment.	Project OMNI

OUTDOOR MOBILITY
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
IDEAL:		
Road Signs of the Times	60 traffic sign cards.	Project OMNI
Survival Signs	80 signs: warning, pedestrian, traffic, and public buildings.	Project OMNI
Traffic Signs (standing)	Common traffic signs you can stand up in class.	Project OMNI PRISE
INTERPRETIVE EDUCATION:		
International Traffic Signs	Filmstrip with cassette.	Project OMNI
Stop & Go Series	5 filmstrips with cassettes to teach the understanding and recognition of STOP SIGN, TRAFFIC LIGHT, WALK, and CROSSWALK.	Project OMNI
JANUS PUBLICATIONS:		
Getting Around Cities and Towns	A workbook, which includes landmarks, numbering systems, reading street maps, etc.	Project OMNI
MILLIKEN PUBLISHING COMPANY:		
Map Reading I	Duplicating masters, including outdoor map concepts, i.e., block, streets, giving directions, etc.	Project OMNI
MILTON BRADLEY:		
Signs and Symbols Flash Cards	Sign and symbol flash cards with purpose and explanation on back.	Project OMNI

OUTDOOR MOBILITY
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
TEACHING RESOURCES:		
People, Places, and Things: Stores	Association and classification skills to understand people, places, and things found in various stores, i.e., florist, supermarket, pet store, and bakery.	Project OMNI
VORT CORPORATION:		
BCP Method Cards	A multi-level activities book. Mobility I & II - Strand 51 & 52, Book 2.	Project OMNI PRISE

TRANSPORTATION CONCEPTS

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
CEBCO STANDARD PUBLISHERS:		
Understanding Travel Information	Dittos to help a student understand maps, read signs, transportation schedules, and travel ads.	Project OMNI
FOLLETT:		
Using Transportation	Workbook including use of street maps, using public transportation, and transfers.	Project OMNI L & A
GOODYEAR PUBLISHING COMPANY:		
Reading for Survival in Today's Society	Workbook including printed directions, signs, maps, schedules, and travel informatiom.	Project OMNI
INTERPRETIVE EDUCATION:		
How to Read a Map	A 10-minute filmstrip with cassette; talks about legends, scales, highway maps, etc.	Project OMNI
How to Read Schedules	A 10-minute filmstrip with cassette showing various transportation concepts.	Project OMNI
JANUS BOOK PUBLISHERS:		
Getting Around Cities and Towns	A workbook to help a student become familiar with using a bus, a subway, a taxi-cab, and fares.	Project OMNI VISION L & A

TRANSPORTATION CONCEPTS
(continued)

COMPANY/MATERIALS	DESCRIPTION	AVAILABILITY
MEDIA MATERIALS:		
Taking a Trip	Duplicating masters with cassettes to help students understand routes, schedules, and planning trips.	Project OMNI
Traveler's Mathematics	Duplicating masters with a cassette: traveling by car, bus, plane, train, ferry, schedules, and cost comparison.	Project OMNI

APPENDIX B

Special Considerations by Exceptionality

SPECIAL CONSIDERATIONS - SEVERELY MENTALLY RETARDED

* for this population, there would have to be a great deal of modification and probably never an understanding of the concepts of orientation

* perhaps some concept of indoor orientation could be adapted to this level for such things as bus, hallway, or holding room or room number

* music and games would be the best way to reach this population

* pictures, color codes, and any more simplistic mode would be better than two-part directions and discussions

* most objectives listed would have to be put in much more simplistic terms and basic concepts can only be used

* the use of photographs would be significant in teaching about locations - when using the photos, one could have students match, point, or tell about, depending on the individual's ability

* with this population, one would have to physically and repeatedly take the student on different routes and to different locations

* gear it down to a series of photos as opposed to discussion; identifying each and learning by doing should be reinforced by repetition of lessons

* limit it to their environment, as opposed to homes and lawns, buses, schedules, et cetera

* make activities simpler by pairing directional concepts with easily understood terms, like colors, arrows, or children themselves

* map skills and discussions of alternate ideas are too vague for this population to grasp; just keep practicing these activities over and over; lots of repetition

* since most of this population will never function alone in the outside world, they need less emphasis on mobility outside their immediate environment; emphasis should be on getting around in a more restricted environment, like their classroom, school and lunchroom, and understanding the very basic of directions - keep it simple!

SPECIAL CONSIDERATIONS - TRAINABLE MENTALLY RETARDED

- consistency of language - commands that are very simple should be repeated throughout the program - "Go the same way. by an object" or "Go back" for reverse - so that children develop an understanding of the directional concepts employed.

- repetition - activities that can be repeated will also encourage retention, although small changes in activities should be employed to discourage memorization

- concrete activities - many of these ideas would make good arts and crafts projects; attempt to adapt every activity so that the student is familiar with the objects in the room, the rooms in the building, et cetera, prior to initiating any map work

- emphasize appropriate social behavior in travel situations and lessons

- ascertain comprehension of underlying cognitive bases of tasks, i.e., spatial, temporal concept vocabulary, "reversal", et cetera

- associating highly symbolic maps with concrete representations, e.g., photos, actual settings, before utilizing maps independently

- emphasizing students' verbalizations of activities performed; reiterate sequencing involved in tasks

- use of color-coding or symbol coding would eliminate necessity for confusing verbal vocabulary; some students need both auditory and visual clues and direction

- stick to concrete examples which will only be found within the students' environments; a lot of external examples are confusing to your ultimate objective

- repetition and creativity is essential; the same activity may need to be repeated 20 times so the ideas will be formed in a way they can be expanded upon

SPECIAL CONSIDERATIONS - EDUCABLE MENTALLY RETARDED

* consider more use of visual reinforcers in dealing with students at this level
* use pictures in dealing with students with delayed language so they can participate in the activity by giving them a choice of picking out appropriate answers to various questions
* get students actively involved by creating models in classroom using various art supplies to give concrete objects for students to manipulate
* downgrade vocabulary when necessary to make it more appropriate for pre-schoolers (non-categorical)
* useful when dealing with "concrete" concepts
* use of objects to permit "hands-on" experience
* dramatizing situations to increase impact
* use of color and texture as teaching device rather than written word
* ascertain comprehension of underlying cognitive bases of tasks, i.e., spatial, temporal concept vocabulary, "reversal", et cetera
* associating highly symbolic maps with concrete representations, e.g., photos, actual settings, before utilizing maps independently
* emphasizing students' verbalizations of activities performed; reiterate sequencing involved in tasks

SPECIAL CONSIDERATIONS - LEARNING DISABLED/EMOTIONALLY DISTURBED

- use multiple modalities - use verbal and written directions
- use concrete objects whenever possible - toy cars or physically going through the motion, i.e., crossing intersections
- use photographs of actual neighborhoods for illustration and review
- upgrade the sections that apply to secondary classes
- more information on the cost of running and maintaining a car could be included
- relate map reading, et cetera, to life skills
- aspects relating to driving and operator responsibility is most applicable
- use very selective approach in presenting material
- the most important considerations would probably be (a.) introduce the verbal and visual concepts, (b.) reinforce them through learning games and worksheets, then, where possible, offer (c.) opportunities for actual experiences with follow-up experience stories; verbal expression in a classroom group
- also, where any of these concepts apply, incorporate them in the ongoing part of our day; stress incorporating independent activities whenever possible
- upgrade the level of some very important lessons, i.e., getting lost, so that the older mildly handicapped children will be more receptive
- provide actual on-site experience for some modes of public transportation so that the training really will have impact
- provide background experience for children who have done very little traveling except by car or school bus

SPECIAL CONSIDERATIONS - PHYSICALLY HANDICAPPED

- as the activity gets more complicated, the teacher could walk through the activity demonstrating it or walk the students through it while directions are given
- some tactile objects could be given to the students so they could move a person or thing through the directions
- a time element could be given as a guide for how long it should take to complete each area
- use of more concrete experiences using different sensory stimulants would assure learning of basic concepts
- allow for perceptual problems using other methods, such as walking through or to intersections
- make children aware that sometimes it is necessary to know more than one way to go
- accessibility/inaccessibility of buildings for wheelchairs, Rollater walkers, and activities should be considered
- knowledge of mobility for normal IQ students has often been on an intellectual level and rarely experiential; there is a need to continue both
- any tasks that require fine motor skills may have to be greatly modified for those students whose hands are greatly involved or weakened
- if the student is physically unable to complete a task, give him the opportunity to verbally respond to the correct action

SPECIAL CONSIDERATIONS - HEARING IMPAIRED

* assign the student favorable seating; be sure there is no noise source close to the area of instruction

* use a "buddy system" in which another student helps with communication

* speak clearly and naturally, rephrase instructions

* use written instructions frequently, write key words on the board

* be aware that the student may have language problems, both receptive and expressive; failure to perform an activity may be related to the language deficit and not ability - be sure to keep that in mind

SPECIAL CONSIDERATIONS - VISUALLY HANDICAPPED

* rather than verbalization and pointing, the students should travel to areas and feel them

* have alternate ways to do paperwork: tape recordings, large print, typed large print, tactile, dark black outline, raised line, et cetera

* stress various modalities - odor, touch, hearing, taste - more; sound localization, for example, would have to be taught before some of these activities could be done

APPENDIX C

Modifications by Activity

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-1	HI SMR	"Experience story; act out sequence of traveling to a specific place within the school or outside of the school. Possibility that some students may not have travelled on anything but a bus or a car."
	SMR	"1. Possibly with pictures, have students merely identify types of transportation."
		"2. They must understand what "transportation" or "traveling" means, also."
	VI	"Plan preliminary activity involving collection of pictures of transportation types. Utilize daily school transportation as example of mode."
	primary LD	"Pictures of alternative forms of transportation...at the level I teach. May not need to be done at all with older LD."
	PH	"Raise the level of this lesson involving more information and more details. Possibly after naming the particular mode of transportation let the students choose one area that they would like to research more, e.g., the history of trains, cars, the wheelchair - electric and non-electric."
ITM-2	SMR	"Begin again by having them identify types of transportation, example, bus, car, train, and understanding of "travel."
	PH	"This area is basically OK. I would also include in the discussion the question of accessibility and inaccessibility in terms of why some PH kids haven't been able to use certain forms of transportation and what they think can be done to change things in certain situations."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-2	LD	"None needed at primary level. May have to upgrade for older children."
	TMR	"Drop emphasis on concepts - may not have to learn "mobility" term. Re-phrase questions: "Where do you go in a car, in a plane, etc." Ask how they go to school; how their parents go to work, brothers and sisters go to school, work, etc."
	LA/BI	"Teach the different areas where public transportation is available. Call for information. Teaching the different parts of a car that should be checked-out before going on a trip. Figure out milage to the place you will be traveling."
ITM-3	SMR	"Gear down "travel" to include their environment, example, travel to swimming, gym, dinner, how to get there, example, walk or bus ride; try to relate the two (1. travel and 2. where they are going). Is there a relationship between the two? Does going to swim always mean a bus ride and why."
	PH	"Once again, this area asks questions which many PH students can relate to on an intellectual level but not on a real experiential level unless accessibility/inaccessibility of building/bus, van, car are also included. Discussion of how an electric wheelchair enters into independence and self-confidence can also be discussed."
	primary LD among others	"Emphasize need for mobility focusing on Nos. 2, 4, and 5. Lower the level of items No. 4 and No. 5 and present in terms of feeling more grown-up and feeling competant."
	TMR	"Review last lesson and ask, "Where do you go in a car, ina bus?" to bring out all you can do when you travel."
	TMR	"May have to add a qualification statement so students do not become "instant, independent travelers", i.e., travel independently only when given permission."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-3	VI	"1. Extensive development of options after high school." "4. Term "independence" must be well-defined and reviewed." "5. Self-confidence within the classroom and school should be developed through reward system."
ITM-4	SMR	"Have students go on independent routes to and from different locations in the school. Ask them how they got to certain locations, etc. They might not comprehend why it is important. Praise them for doing job correctly."
	PH	"This would have to be eliminated or combined with another area, except if discussion led to independent travel within the school or in the neighborhood."
	VI	"Emphasize traveling safely within the building as well as outdoors. No. 2 - allow student to cut out pictures in order to tell a story."
ITM-5	PH	"This is at too low a level for my students. Once again, the concept of independent travel can be dealt with on an intellectual level for these kids but they have no experiential background for it, nor are they likely to have much independent travel experience. Would have to be modified to include social skills in a mall or when traveling around school."
	VI	"Activity No. 2 - List of criteria should be developed by teacher and student together. Teacher should use prompting either verbally or with pictures. Emphasis on some dangers or precautions of traveling independently should be made."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-5	TMR	"Use conctete activities to supplement discussion, e.g., act out giving personal information, walking correctly, obeying safety rules, e.g., stopping at light or stop sign."
	LA	"Obey the speed limit and the reason, things you should have in your possession all the time."
	SMR	"This would not apply to low level SMR. For higher level SMR, you could gear this activity to and from classes, walking to the bus, to go home, going to lunch, etc."
ITM-6	SMR	"Attempt to use buddy system when sending students on little routes around school; one student to accompany the other, or one to show the other the way. Explain different of use of buddy and being alone."
	VI	"Assign buddy system, one to aid the other, or have students, one on one, aid the teacher so she could explain as she goes. She could see the shortcomings and provide information."
	PH	"Dependent and independent signs wouldn't be needed. Divide the group into those who have their electric wheelchairs turned on and those who have theirs turned off and then reverse. This activity wouldn't have to be repeated because each person in the class in a wheelchair values the independence they have now that they're electric and remember very well what it's like to be dependent."
	TMR	"For lower TMR's, pair up students so that dependent student always seeks aid from the independent student, where possible."
	older LD and ED	"Eliminate as inappropriate and way below level."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-6	VI	"Labels should be different shapes as well as different colors. Labels should be small enough so not to embarrass students. Extend activity to solicit aid for traveling around classroom, to lavatories, lunchroom, etc."
ITM-7	SMR	"Discuss where they go around home or school alone and why."
	PH	"Include idea of accessibility/inaccessibility. No. 3 is a very good objective. Spending time on arriving at a realistic goal for travel is needed."
	VI	"Before beginning activity, extensive review of terms dependent and independent is needed. Activity No. 3 - List of places should be provided from which to choose."
	LA/BI	"Teach map reading and how to ask for directions and follow them."
ITM-8	SMR	"Instead of directing a discussion, have them identify pictures and ask "are they walking", etc."
	VI	"Ignore pictures and have students act out walking. Identify letters and spelling out the words."
	VI	"Either describe picture of provide tape of people walking - emphasize discussion of why they might be walking. Use another example of traveler who is not walking to emphasize pedestrian through comparison."
	older LD and ED	"Eliminate."
	PH	"Too low for most of class; modify for use of wheelchair, crutches, or Rollater walker. Would be appropriate for one student."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-9	SMR	"Review instead of list. Take students out to hallways and review and have them observe rules in working order."
	PH	"OK, but elaborate with crutches; wheelchair safety as well as "walker" pedestrian."
	VI	"Activity No. 2e. - Terms need to be defined."
	older LD and ED	"Give only brief coverage to this, emphasizing that these are common school rules which are equally appropriate in all public places."
ITM-10	VI	"Review rules verbally. Why and why not of where should signs be located."
	older LD and ED	"Brief treatment, if any."
ITM-11	SMR	"Review by doing - act out all rules."
	VI	"Gear it to their environment."
	PH	"Include safety rules for wheelchair, crutches, and Rollater walker."
	older children	"Review as sensible safety rules which are reasonable."
ITM-12	SMR	"Work on identifying signs and meanings of each. Learn by doing as opposed to discussing."
	TMR	"Walk in the school may have to be taken one at a time at first."
	PH	"Include studying a map of the area."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-12	VI	"After completing activity, have student look for similar signs in home neighborhood."
ITM-13	TMR	"Students may tell or sign teacher what to draw on the board."
	SMR	"Learn by doing. Review."
	VI	"Have two or three students work together on story or write a short play."
	PH	"No. 1-3 OK, but No. 4 is a bit too low. Have students write a story about what could happen if safety rules weren't followed."
ITM-14	PH	"As presented, activity is too simple. Review signs by either making signs into a card game, Concentration, or any other game that requires competition."
	TMR	"No. 4 activity may have to be dropped for some students. A simpler activity might be to have students describe at least three different things about each sign."
	VI	"Just describe sign. On desired area, ask what restrictions they would use or what sign they would use."
ITM-15	TMR	"During the walk, stop and direct attention to the sensory stimuli to be discussed later, as well as objects and people. Slow moving pace should be used, much direction of students' attention."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-15	older LD and ED	"I think this is exceptionally good - using other senses beyond sight. LD kids miss so many clues to behavior, etc. because they rarely put together all input from all senses."
	PH	"OK, but in addition to experience chart, students should write their observations down in paragraph form - possibly even a creative writing experience."
	VI	"Activity No. 2 - Record responses on chalkboard and notebooks." "Activity No. 4 - Give examples."
ITM-16	LA/BI	"How to get help when you're lost (soliciting aid)."
	VI	"Discuss briefly term "lost"; spend little time on this and combine with ITM-17."
ITM-17	SMR	"Limit to their environment. Make them understand identification. You could spend one lesson on identification alone - what is it and why."
	PH	"Include also a list of rules to follow if an object is lost - extend idea to how to put things back in proper position so they don't get lost."
	TMR	"Make identification cards; have students read identification information."
	older LD and ED	"Emphasize that adults and older children also can get lost, not just young children. Have children learn landmarks or main roads near their homes as a further help."
	VI	"Record information in notebooks. Activity No. 4 - Provide students with specific situation."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ITM-18	VI	"Identify other areas in building while traveling."
	PH	"Too simple for PH itself. Could be combined with another lesson."
ITM-19 and 19A	VI	"Go button replaced with certificate."
	PH	"Once again, evaluation schould include wheelchairs, crutches, and walkers."
	older students	"Emphasize that there are non-handicapped adults who have difficulties travelling independently, often because they never accumulated the skills taught."
	TMR	"Re-word Nos. 13 and 14 in the terms, e.g., "Student tells 2 things that explain mobility."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-1	can be used reasonably well with TMR's	discussion would have to be very concrete; verbal ability may be limited with some discussees - use on-site example within school beyond classroom - pointing by discussees may replace naming when indicated - listing could be done by word and symbol; could be done on easal so that it could be stored and re-used for review of lesson at later date
	applicable to PH's whose mental ability is able to make proper judgements	
	not for SPMR's unless on a limited basis	
		locate landmarks at home draw picture of child's house as landmark
	TMR SPMR	need definite concrete examples from room only for SPMR - the concept of "landmark" would not be understood as such use concrete examples
	SMR	by physically taking the student to the specific area while at the same time verbally telling him/her (go to the office) (walk to the bus on sidewalk)
	MR	I would be working at the "identification" level - teaching children the names of or having them identify different objects in the room. I probably wouldn't deal with the term "landmark".
	non-categorical	I would use different terms when defining "landmark" for some children. Example - how it smells instead of "odor"
	VI - mobility	Have students walk around room and tactually, olfactorally, visually if possible - physical contact with the object and then identify it as a landmark, not just a name and/or verbal identification

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-1	VI - mobility	braille, large type, recorded, or written with large black magic marker
IDM-LM-2	TMR SPMR	Use special symbols or color coding for unique landmarks. Use only those examples which student will encounter in immediate environment.
	VI - mobility	C. would add "because of the way it feels (i.e., bumpy, smooth, slippery, cold, hot, wiggly, sticky, fat, skinny, etc.) B. color may not be a possible criteria D. student would have to explore entire room before he could determine if it was the only object like it in the room
	most appropriate for PH rather than TMR or SPMR	Step One - very simple - define Unique Do not assume vocabular in directions is familiar to entire group with whom lesson is being done.
	SMR	go over concepts of "in front of", "in back of", etc. because of the low functioning level; one could only use very simplistic adjectives - descriptions, color, and size - this identification skill would have to first be mastered
	MR	Because the children are so young and low functioning, I would be concentrating on object identification and the concepts of size and color.
	non-categorical (LD, Communication Disorders, PH)	Some children may have difficulty understanding some of the concepts or the general purpose of the activity. I would make the activity more concrete by keeping the discussion at the level of recognizing differences in objects (size, shape, color, etc.).

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-3	VH	Have student physically locate some permanent objects within the classroom (blackboard on wall, windows, door) via several routes - from his desk, from the door, from the teacher's desk - to realize that no matter from what direction you approach the landmark, it will always be there, even after vacation, weekends, etc.
	LD	Have students list not only classroom objects but community objects that are landmarks in permanent locations.
	SPMR	Use those permanent landmarks within own environment for examples. Use some color or code for easy recognition.
	completely inappropriate for SPMR's	
	appropriate for PH's and TMR's	simplify discussion for primary TMR's - again, use pictures or non-word symbols on chart or list for non-reading discussions
	SMR	I don't think the concept of "permanent" can be grasped by this level. However, I would try to show them something that moves as compared to something else that is stationary (their bus).
IDM-LM-4	completely inappropriate for SPMR's	
	PH and TMR	modify symbols used on chart modify "discussion" so that non-verbal or limited verbal ability people (for whatever reason) can be included define criteria so that it is meaningful for each particular group

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-4	SMR	reinforce this through a lesson in following directions which emphasizes "listening skills" - "go to the door", "close the _____", etc.
	MR	I would have them identify objects or pictures of objects only
	VI - mobility	Again, the "lists" would have to be made individually for students, i.e., large print, braille, or tape. These activities on this page seem redundant and boring. I'd take the children around the outside of the school and find some outdoor landmarks instead of making lists of my lists (or at least to a different classroom and see if they can travel into and within an unfamiliar area and locate and identifiy landmarks). This would solidify knowledge more than reviewing lists.
IDM-LM-5	PH	perhaps move to the landmark than move light if child cannot move himself, allow him to direct another child to push him
	Mobility	Would not work if students can't see flashlight. Have them actually find and feel landmark, not just point to them. However, pointing may be applicable as a first step to determine if student knows approximate location of landmark from his own position. Flashlight (use a strong one) might be fun for more visual students. I would not darken the room if anyone appeared frightened. Do this exercise in a familiar environment.
	VI	Use pictures or have student stand by landmark. Use large color codes.
	TMR/SPMR	Label each landmark in the room with a symbol or color. Give the students cards with the same symbols and color. When a landmark is named, have student match with appropriate card.

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-5	usefulness for SPMR's limited	It could be watered down, however, to teach front and back, which could be a useful concept to know. Flashlight would be good teaching tool in this group.
	PH and TMR	I would only darken room if I were sure of the emotional composition of my group. Some of them could fall apart with dramatic environmental change. In this case, flashlight would still be an effective teaching tool. Use heavy duty large flashlight (more exciting and greater light beam). Make sure person using flashlight is capable of turning it on and off. If not, hand-lighted flashlight.
	SMR	Start by having them point to very familiar objects in the room, then point with flashlight. First, make sure they were aware of each item and knew how to point with light. Start with having two or three items at hand and have them shine light on specific one.
	MR	I would keep the activity at the identification level. "Point to the _____."
IDM-LM-6	PH	Place roadblock in path. Have children determine way to go around the roadblock. (Map of area should be placed in room. Map should be simple - first of room, later school - using specific landmarks in each area.
	VH	Outline of map may have to be tactile or at least outlined in dark black. Use a tactile object for doors, windows, and different objects for landmarks. Forget dittos - shiny glare - use thermoform to reproduce or enlarge an outlined ditto.

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-6	LD	Use a three-dimensional, diarama-type display.
	TMR	May have to break down room into quadrants. Use diarama. Instead of hanging map on wall, place it on the floor.
	forget about SPMR's	
	TMR and PH	For primary TMR's, map should be brightly colored and very simple. No. 2 should be demonstrated of this is how and where, not discussion. For PH's, it should be modified within intellectual limits.
	I think that this activity would be more appropriate for ED's, EMR's, and LD's and modified for HI's and VI's who could certainly use it and would be more likely to be independently mobile and PH's.	Develop symbols; pictures representations for non-reading population.
	SMR	Have pictures of different parts of the room (toilet, doors, etc.). very simple - the only way to identify
	MR	map inappropriate
	non-categorical	I would stop at step 3.
IDM-LM-7	Mobility	1. Good - but needs braille or large print card. 2. Student will havw to first locate teacher and walk to him if he can't be seen. 3. Make sure student walks and therefore knows distance to "____".

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-7	PH	"Instead of asking - use concrete obstacles on maps - (1.) first move them next to, closer to, etc."
	LD EMR TMR SPMR	"You are assuming all students undersand the concepts front, back, beside, etc. Use color code cards as with IDM-LM-5. Instead of student moving near, have the teacher change her position, according to students directions."
	inappropriate for SPMR's	
	TMR PH	"1. Make sure concepts of next to, closest, behind, and farthest from are understood; also beside and in front of."
	SMR	"Go over each concept repeatedly, starting with the actual physical process of doing each act along with the student. Gradually fade; use gestural and then just verbal prompts. Cards wouldn't be appropriate. Maybe the use of pictures of themselves in different positions, example, "Kathy is sitting in front of the blackboard"; then tell her to do that."
	MR	"Have the child "point to" or "find" the landmark."
IDM-LM-8	MR	"Work only with identification of objects."
	SMR	"Taking them to these areas as mentioned - have them eventually go independently, not much modification - just a lot of visits with teacher to specific areas."
	PH	"Perhaps have someone record landmarks as you walk along. Make a hallway map to help record landmarks."
	appropriate for PH and TMR	"Instead of another floor of building (if one story), another room, i.e., cafeteria, could be used from within. This is a place which is used by and important for students to know. Defind similar."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-8	VH	"Good, but modify all printed material accordingly and have students find and touch landmarks. This activity will take much time."
	SPMR VI PH LD	"Limit to immediate environment. Decide if a landmark as students are looking at them, not back in the classroom."
IDM-LM-9	MR non-categorical	"Inappropriate."
	SMR	"Identification of specific sites (cafeteria, office, bathroom) can be taught with pictures (photographs). Maps are very inappropriate."
	TMR SPMR	"Limiting to immediate environment necessary."
	inappropriate for SPMR's	
	TMR PH	"Keep map format simple. I think it would be the decision of the teacher how to represent landmarks on map. They might be color-coded, i.e., all exits are red."
IDM-LM-10	VH	"1. Verbalize card or tape it; large print or braille it. If they have problems, let them walk to the object."
	MR	"Inappropriate."
	not for SPMR's	
	LD EMR TMR	"Use one portion of building at a time. May have to use color or symbol code."
	SMR TMR	"Use of photographs; say, "Move next to this" or "Go behind _____." Usually, this level primarily would function with the actual object rather than picture, for example, "Stand next to the door."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-LM-10	TMR PH	"Before lesson, I would define closer, next to, etc."
IDM-LM-11	VH	"1. I would ask some students to locate and touch landmarks; not simply recall them." "2., 3., and 4. Good one." "May want to then try an alternate toute and reverse it as a follow-up."
	MR	"Inappropriate."
	TMR PH	"Some landmarks may have to be hands-on recall if verbal ability is limited. Explain sequence and reverse order. No. 2 should be joint teacher and student activity."
	SMR	"Take trips to gym, cafeteria, playground, and afterwards, ask verbal students what they saw - possibly have photos of things on the way and have non-verbal students point to various spots we had passed."
	not for SPMR's; am not sure for TMR's; PH depends on intellectual capacity and reason for PH	
	I would think this is more appropriate for HI-VI-LD.	
	TMR	"Mention the landmarks as you see them. Allow the students to help each other instead of asking each individual to recall a landmark that may not even have been one. Put in a sequence as you take a second walk through the destination previously."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RSL-12	SMR	"Physical help in drawing and tracing the line would be necessary. Possibly, objects that are similar in material but different in shape could be used for "feel"."
	PH	"Nos. 3 and 4 they may not be able to trace or draw. Have child tell you (if possible) where straight line should go; if not able to speak, I would give choices of where to draw lines (with yes or no answers) and do the drawing."
	HI	"Provide additional examples of the concept "straight" versus crooked by using more concrete items/situation. Have student verbalize "straight" along with tracing and drawing lines."
	TMR HI	"Use differences in colors of lines. Talk about green straight line and red other lines. Use teacher's hands to help child draw the straight line."
	PH VI TMR SMR	"3. Move finger across line or paste. Large strips of oaktag or sandpaper on a construction paper lined with straight lines."
IDM-RSL-13	SMR	"Use color coding to mark all straight lines if possible, but activity still may be too difficult."
	PH SMR	"Teacher can guide child to physically making the lines."
	HI	"Ascertain comprehension of concept "all"."
	SMR	"Rather than mark on one page, in our class a start would be to sort pictures of lines (match "like" lines)."
IDM-RSL-14	SMR	"Teacher would need to walk each child through the path and repeat the procedure for each child."
	SMR	"The only modification would be to tie a rope for them to follow - a start and finish point would be necessary for some students."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RSL-14	HI	"Determine comprehension of concept "between"."
	PH	"No. 2 - if unable to move independently, use a helper."
IDM-RSL-15	SMR	"Have children play "follow the leader" - join hands and follow teacher. If child is unable to do activity alone, pair him up with another who can. May need to demonstrate wheelchair doing activities or adapting activities for PH who might not be able to travel straight."
	PH	"Must have lines far apart. Be sure lines are far enough apart to allow wheelchair to fit in or weaving CP's to walk and still feel successful."
	VI	"May need to be supplemental with an auditory cue to provide more feedback, e.g., bell/buzzer so that the student can reorient his efforts."
IDM-RSL-16	HI TMR SMR	"Will need to be teamed with a visual cue - TMR pre-requisite skill would be knowing how to stop. Stop and go lessons in room before starting lessons."
	SMR	"Constant verbal prompts would be needed."
	PH	"If in wheelchair or braces, may need to demonstrate what to do in more clustered area and how to handle (get around) obstacles."
	PH	"No modifications necessary. Always keep in mind some children will be being pushed by other PH children in chairs who help monitor the directionality of the pusher."
IDM-RSL-17	SMR	"Teacher may need to do this activity several times with the child until he gets the idea. Perhaps one child who might "get it" act as helper for the others and take them through the route while teacher tries to explain procedure."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RSL-17	MR Language Impaired HI	"Practice. Communication skills involved in message delivery - have student verbalize to receiver, "This is a note for you", "This is from _____", etc."
IDM-RSL-18	SMR	"Let children draw the route on the map with colored crayon as well as "walk" the route. Probably idea of map will be too difficult a concept for these kids."
	TMR SMR	"Varying. For TMR - SMR, I would spend a lot of time on the map, having them make simple maps using colored construction paper, having them paste on desks, teacher's desk, sink, etc. Discussion of each object before attempting transfer. Straight line - concrete level. I'd have them find objects in the room and name them. I'd also put emphasis on the idea that they were going on a trip and develop this idea throughout any activity from which they could benefit."
	LD EMR TMR HI Language Impaired	"Associate the line map with the actual classroom setting by going through the class and corresponding the sketch with the class route."
	PH	"No. 2 may not be possible for PH children. If possible, have child indicate verbally when to walk your fingers; if not possible, teacher chooses paths and child indicates understanding by yes or no."
IDM-RSL-19	LD EMR TMR HI	"Actual travel in conjunction with map."
	SMR	"Kids will need teacher assistance in order to "walk" the route. Concept of reverse probably will be unclear. Probably whole idea of map will be too difficult; better to concentrate on verbal directions and physical repetitions."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RSL-19	TMR SMR	"Use simpler term - "Go back" - "Go back the same way" - student may experience confusion as to where to start and end. I think I'd modify this activity with green dots at the starting point and red dots at the ending point or a place marked home and another marked school, store, etc., then tell the student to go back to _____ or else use the name of actual objects and identify starting and ending points."
IDM-RSL-20	LD EMR TMR HI Language Impaired	"Step by step sequencing of trip: landmarks, first with instructor then without. Verbalization as student is proceeding through route."
	PH	"Nos. 1 and 2 - may not be able to do independently. Take child if necessary but make him aware of the responsibility to indicate when to reverse, etc."
	SMR TMR	"Modify No. 3 - ask student to name 2 things he saw on his trip when he traveled the route. Then ask the student to go back and have him name the objects again. Emphasis needs to be placed on recurring language concepts to develop an understanding of directions, e.g., walk by the desk. It might be best to say something like "You will see desks, chairs, etc.", although I think the TMR's could handle it if it was kept simple. Eliminate No. 3."
	SMR	"Take child through the activity with teacher towards objective. See if he can reverse route on his own. May need to be taken through whole route. Have child name landmarks with teacher aloud."
	SMR	"Constant repeating would be needed as well as verbal prompts to turn around and return. A "treat" to bring back to the teacher to open would get them there and back as soon as possible."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RSL-21	SMR	"Take child to each landmark; see if he can recognize it and go toward it on his own. He may need to have a colored line or tape put by the landmark to help recognize it and remember to stop."
	TMR SMR	"Allow student to familiarize himself with objective prior to activity."
	LD TMR HI Language Impaired	"Good idea - may need to use verbal and/or picture cues to elicit all similar features, e.g., In the class we ... and in the corridor we ... In both places we ... They're the same.
IDM-RSL-22	SMR	"Instead of the map, perhaps just placing colored markers along a real path in classroom or corridor and doing lots of repetition would be more appropriate. Kids need concrete, repetitive activities."
	SMR	"Instead of naming, simple picture match cards would be needed for non-verbal students. Physical prompts to lead their fingers along the map are needed."
	PH	"No. 2 - PH not able to walk fingers. I would have the child indicate the path, if possible; if not, I would choose and have him indicate yes or no."
IDM-RSL-23	SMR	"Just practice reversing route in corridor and praise successes."
	SMR	"To SMR students, the concept of reverse is out. Simply return to a point from this point. (Go back, come back)."
	PH	"Nos. 3 and 4 - PH may not be able to do. I would do the finger walking; child might indicate to pusher when to stop and when to reverse."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RSL-24	SMR	"Might be hard for these kids to identify landmarks. Might be easier to place classmates at various landmarks and say, "Now walk to John and then to Bob and now walk back to John, etc." Give them landmarks they can understand. Can also use colors, for example, "When you get to the red dot on the floor, turn around."
	PH	"Nos. 1 and 2 - PH child may need a physical assist. I would take the child on route and expect him to indicate when to reverse. After I felt child was secure, I would have another child do the pushing and check how the direction change was indicated."
IDM-RTI-25	VH	"Again, used raised line or tactile worksheets. Use braille or dark lines."
	non-categorical	"Downgrade discussion to emphasize "corners" and turning left or right."
IDM-RTI-26	SMR	"Have picture of school and have them match or point."
ITM-RTI-28	TMR	"I would post charts of varying intersections in classroom."
ITM-RTI-29	TMR	"Good activity. Demonstrate first."
IDM-ROT-31	LD EMR TMR	"Concepts of right side. Have student verbalize key words, e.g., Where did you turn that time? Right. Did you turn to the right or left?"

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-ROT-31	SMR	"Might be good activity; perhaps, instead of just saying "right", you could color their hands different colors (like a red marker on right side and blue marker on left). Then you could pair directions with colors, like "Raise your right hand with the red dot on it."
	PH	"Nos. 1 and 2 involve hands. Put an R on the hand, a ribbon on wrist, a certain picture on desk, or indicator on right side of room. I would change objects on right side of room often. I see this objective as the first one that would take a greater span of time to complete."
IDM-ROT-32	SMR	"Have kids point and walk toward objects on left side of room (on their "blue" side). Teacher may need to turn and walk kids to objects individually."
IDM-ROT-33	SMR	"Music is great for SMR students. This for SMR would be the best way to teach right and left."
	SMR TMR	"Limit direction to right/left or right turn/left turn."
	TMR HI Language Impaired	"Good idea to have students repeat direction; may have to cue for task, though. May need to expand sentence. Student's reduced utterances may be right turn, desk rather than at the desk."
	PH	"First, I would lead all ambulatory children to see how the independent walkers did; same with independent children in the chairs; and finally those who needed help with the wheeling."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-ROT-34	SMR	"Teacher will need to help kids alot with this activity. Probably won't be able to count number of steps to walk and may need to also include color directives along with directional terms."
	TMR Language Impaired	"Command for X steps - may have to phrase in several ways. Emphasize face means turning entire body; look, turning eyes."
IDM-ROT-35	SMR	"Again, match cards are the only way for SMR to do this."
	SMR	"Instead of discussing the differences, have kids practice more with drawing turns and angles at blackboard and remember to make it simple. Like right turn toward the red dot and left turn toward the red dot. Need to make activity simpler."
	SMR TMR	"Would need to be broken down into separate lessons; first making the turn and then right or left."
IDM-ROT-36 IDM-RTT-46 & 56 IDM-RTP-66	SMR	"If the concept of right or left is understood by now, this is good as is."
	TMR SMR	"Need for simple 2-step directions."
	PH	"Again, must check ability of ambulatory "self movers" separate from those who require assistance."
IDM-ROT-37	SMR	"Continue to adapt directions and make simpler and color identify landmarks - like "Walk to blue desk and then turn toward your red hand (on your right)."
	TMR	"Show similarities with turning in classroom."
	TMR SMR	"May need to break into 2 steps initially - give directions for right turn when student reaches landmark."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-ROT-38 IDM-RTT-48 & 58 IDM-RTP-68	PH	"Help when child cannot physically move."
IDM-ROT-39 IDM-RTT-49 & 59 IDM-RTP-69	PH	"Give physical help when necessary; child must indicate proper moves."
IDM-ROT-40 IDM-RTT-50 & 60 IDM-RTP-70	PH	"I would first walk through activity making special note of reversing direction."
	SMR	"Again, taking something and bringing something back would accomplish this task."
	TMR SMR	"I would not implement No. 4 until children were firmly established with right turn."
IDM-ROT-41 IDM-RTT-51 & 61 IDM-RTP-71	PH	"No. 1 - walk or be pushed to ..."
	SMR	"Walk child through the route several times. Let kinds go together and help each other. Let one child stand at landmark as a recognizable marker."
IDM-ROT-42 IDM-RTT-53 & 63 IDM-RTP-73	HI	"Show similarity with previously used maps. Similar to considerations when task was presented in the classroom."
	PH	"No. 2 - I would walk the route on the map listing landmarks if necessary."
	TMR SMR	"Students should all be familiar with all landmarks. Map againg should be kept simple."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-ROT-43 IDM-RTT-54 & 64 IDM-RTP-74	PH	"I would demonstrate first asking if right or wrong, then walk through with correct directions."
IDM-ROT-44	TMR SMR	"Eliminate No. 3 - and limite to 2-step direction."
	PH	"Go through it for children; have those who need pushing indicate route change by appropriate gesture."
IDM-ROT-45 IDM-RTT-55 & 65 IDM-RTP-75	SMR	"Sequencing aloud too difficult. Perhaps can identify through pictures of landmarks along the way and point to them with help of teacher."
	LD HI	"May need to cue, first, second, third, and then next, etc., for recollection of landmarks before student does this spontaneously."
IDM-RAR-76	TMR	"Good task. Cognitive base of same/different versus similar must be firmly established."
	TMR SMR	"May be able to be developed by using the term "go another way."
IDM-RAR-77	TMR Language Impaired	"Ask students to discuss the meaning of the different signs. May have to simplify idea of not going one way - rather than "shouldn't" or "couldn't" go this way, may use other forms of the negative "don't"; "It's not a good way" to reiterate."
IDM-RAR-78	TMR SMR	"This idea should be developed as our students often are completely perplexed by someone in there path - not even able to go around, but I feel it needs to be done at the concrete level where if successful, abstract in terms of maps could be developed."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RAR-78	PH	"Can be done by higher functioning students, those needing physical help would indicate directions to go by gestures."
	LD HI TMR Language Impaired	"Establish concept of comparatives using "er" and "est"."
IDM-RAR-79	PH	"I would only use this with higher children who could comprehend what was expected. This is probably getting too involved for primary PH."
IDM-RAR-80	PH	"Too involved for all but very high functioning PH child at the primary age."
	SMR	"Concepts of alternate and maps too difficult, just do activity over and over in order to help kids "get it."
IDM-RAR-81	TMR	"Give the student some type of assistance with directions and by showing them the travel route."
IDM-RAR-82	ED TMR Language Impaired	"Have student discuss path he travelled. May describe in step by step fashion. May be helpful to verbally plan before student performs task."
	PH	"By the middle of the year, I would expect all to do this."
IDM-RAR-83	SMR	"These kids cannot grasp concepts and would probably benefit best by just repetitive activities in order to best learn the mobility concepts."
	HI	"May need to elaborate on reasoning for longer/shorter routes."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RCD-84	PH	"Let child first learn a direct way to the directional sign. After this is accomplished, block the path and let him find a different path to get to the same sign. Early child - might use sand or tactile stimulation to word."
	VH	"Also, put a tactile marking and may be in braille also, indicating N, S, E, and W. Put these marks on the same position on each of the four walls."
	SMR	"Have signs such as Exit on the door. When using any directional concept such as this, color code it and teach them to associate concent with color. Labels used with coinciding color will help them identify."
	LD	"May be able to match the words themselves, or the abbreviations, N, S, W, and E."
	TMR EMR SPMR	"Have the teacher walk to a certain wall and the student will hold up appropriate card."
IDM-RCD-85	SMR	"Have student match picture of door to the actual door, etc. Use matching procedures - picture to real object."
	LD	"Have 2 of the students holding the directional cards switch places. Have the remaining students determine which 2 are wrong and fix them."
	TMR EMR	"Same as above, but color coding may still be necessary. For all, the cards should be low enough so that a student can actually place his card on top of or next to the sample."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RCD-86	VH	"Use tactile or brailled cards."
	SMR	"Teach them concepts of up and down. Do this by actually placing an object in specific positions. They could point to areas or go over to them when requested to do so."
	LD TMR EMR SPMR	"Might be necessary to hand the student the matching directional card as you ask him to walk toward the requested direction. Could then work up to use of verbal clues only and blindfolded."
IDM-RCD-87	VH	"I think it would be easier to begin with students facing direction, not teacher."
	EMR TMR lower level LD	"Have the students form a line between two opposite directions. Use the person's name at the front of the line and the name at the back. Remove the other people. Continue with the use of 2 people then conclude with teacher asking "Which is behind me?", etc. (Use of one person.)"
	SMR	"After they understood concept of "in front of" and "in back of", teacher along with student could stand in front on (example, bathroom) and state "We are in front of _____" then ask "What are we in front of?" Do this with different areas; go on to other concepts - "What is behind me?" If non-verbal, again, make use of photographs."
IDM-RCD-88	SMR	"Just use more simplistic concepts and initially have them physically put things or go to the specific area in question. "Put the screw in the box" or "Stand in back of the table."
	EMR TMR	"Have students walk to the object instead of just pointing. This assures everyone of seeing the object indicated even if they didn't know it by name."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RCD-89	VH	"None, except adapt the letters to braille, large print, thick black letters, sandpaper, or raised."
	SMR	"Label objects in rooms with pictures accompanied by the word. For example, "door" or "exit" on doorway. You could reinforce this by showing cards and asking student to match to correct object or designation."
IDM-RCD-90	LD EMR	"May be using diarama, where actual walls could be labeled, would help. Again, I suggest laying the map in the middle of the floor."
IDM-RCD-91	VH	"Give a verbal hint; someone could stand in front and say, "I'm north."
	PH	"Relate east to your right side, west to your left. Prepare directional cards and put one in a different orientation and let them complete."
	SMR	"Teach concept of "in" and "out" rather than N, S, W, and E. If they grasp in, eventually they will get out. Have them physically put things in a box or stand in back of table. Always starting with the physical placement of the student in the position in question is good."
	LD EMR TMR	"Instead of doing this on the board, use paper on the floor. Then move to the board."
IDM-RCD-92	SMR	"Have students physically go to specific areas. Show them photographs and ask them what are you standing in front of, etc. The verbal students can tell you instead of pointing."
	VH	"Student may have to go up to object and touch it to find out where it is and which direction it faces."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RCD-93	VH	"Might be fun for younger ones. Low vision students may have to touch other students to determine which way they're facing."
	SMR	"Ask "yes" and "no" questions ("Is the door "in front of" the room?"). Student will answer or sign "yes" or "no". Give immediate rewards for all correct replies."
	TMR SMR	"Rephrase questions as having students locate wall first, then go point to an object located there and vice versa. Use only directions first."
IDM-RCD-94	PH	"Children who cannot walk direct someone to push him. Some children might be able to learn NE is between north and east, etc."
	SMR	"Simple directions made even more simple - "Walk to front of the room." Ask another student to do the same. I don't think they would understand if one was different than the other."
	TMR some EMR	"Have them walk to direction wall first, then give them other instructions. Gradually increase."
IDM-RCD-95	SMR	"Use simple commands ("Put the box on the table." or "Put the box under the table."). Always use concrete objects."
IDM-RCD-96	VH	"But may have one student give another the rate rahter than the teacher or two students work as a team in an unfamiliar part of the school."
	VH	"Use tactile clues along route."
	SMR	"By going through daily schedule, directions are given ("Go back to circle." or "Go to the lunch table."). Constant verbal prompting would be necessary if you wanted them to change direction; play games to reinforce ("Simon say go to _____ and turn around.")."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RCD-96	TMR SMR	"May need color codes and have them in hand besides just auditory directions."
IDM-RCD-97	SMR	"Have child go to various destinations in school when commanded to do so. You could give them a photo of specific place and ask him/her to take it there."
IDM-RCD-98	SMR	"Have student "go to" a certain area and then "come back" from a certain area. Ask "Where did you go?". Verbal will express and non-verbal can point to photos."
	LD EMR TMR	"Provide directions both written and auditorily for both forward route and return."
IDM-RCD-99	VH	"Skip No. 2 - or student can draw it on teacher's hand or back or on a tactile map."
	PH	"What other ways can we travel to reach the same point? Use ditto map to see if any other ways can be used."
	SMR	"Have student go to various destinations. They will not comprehend what direction. The main concern here is just knowing where certain areas are and how to get there. This is learned by repeatedly going to these places at first with the teacher. While going, the teacher should say, "We are going to the office", etc."
	TMR SPMR	"Use color clues or arrows along the way."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
IDM-RCD-100	SMR	"Ask one student to take another student to a specific destination. One student can point or give one-step direction to another."
	LD EMR	"Too advanced - teacher should give directions to see if student can find another student or bring back an object."
	PH	"Might be too difficult for primary. Probably make very simple at first. Go out of classroom and head north."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ODM-INT-1	primary LD & intermediate LD	"Picture cards as suggested would be a good introduction with a possible follow-up activity of an independent worksheet showing the same or similar objects to identify."
	SPMR	"Show cards and bring them out to show and feel so they would understand. May have to repeat."
	LD/LA secondary	"Activity rather basic for this group."
	Pre-School	"Applicable; show parallel object outside classroom through window, if possible."
ODM-INT-2	intermediate LD	"The 5 activities are a good introduction. Visual activities such as a worksheet with an introduction of map skills, identifying the vocabulary introduced, possibly making maps of their own neighborhood or the school neighborhood could be done cutting pictures from magazines. Suggest taking a walking trip of the school's neighborhood and ask the children to identify the items introduced."
	SPMR	"Pair actual object with verbal identification of its location."
	LD/ED	"Be specific with #2 - when you say items, I can hear some children say dogs, dope dealers, etc. - you might say items found on the street, etc."
	LD/LA	"Ask what activities are conducted in a neighborhood, i.e., school versus residential versus business."
	Pre-School	"Show what people are associated with which neighborhood, i.e., crossing guards/school, truck drivers/commercial areas, etc. Relate human activity to the type of neighborhood involved to identify that neighborhood."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ODM-CPT-3	LD/LA	"Activity rather basic for this group."
	Pre-School	"Ask why are these features, i.e., curb, necessary."
	LD	"Separate into 2 activities - one discussing physical appearance and one discussing safety precautions."
ODM-CPT-4	3-4 LD	"None - the activities offered would probably be good to mention, but would not need to be stressed for students at this level. Possible suggestion - would be to put emphasis on identifying the student's own street, writing his own address, identifying streets near his home."
	LD	"Also, have them spell the word "street". Ask them to name the street the school is on and where they live. Streets are not only for cars. Ask what other vehicles travel on streets."
ODM-CPT-5	Pre-School	"Add to this discussion - if there were no sidewalks, you must walk beside the road, not on it."
ODM-CPT-6	LD/LA	"Activity rather basic for this group. However, the increase in curb cuts enabling handicapped persons to travel more easily should be pointed out for increased awareness of others' needs."
	Pre-School	"Add to this activity the importance of a curb in bicycle riding."
ODM-CPT-7	Pre-School	"Add to this the probability of increased traffic flow at corners and the changes of direction in traffic which may occur there."
	LD	"In addition to these activities, a small mini-version of the neighborhood could be made and set up in the corner of the classroom."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ODM-CPT-7	3-4 LD	"Students would benefit from reinforcement of this concept, possibly through a map skill worksheet. Making a classroom model would be good... use the school and the surrounding community. Use small cardboard boxes for buildings, paper for streets, or paint the streets, corners, and curbs. Many students could make their "own" neighborhood; even a fantasy neighborhood."
ODM-CPT-8	Pre-School	"Mention that street lights showing "cross" or "do not cross" are often associated with crosswalks as well as buttons for pedestrians to use on post to control traffic flow."
	LD/BI/ED	"Put large masking tape stripes on floor to simulate crosswalk. Have child demonstrate proper and improper way to cross."
	TMR/EMR/HI	"Use pictures to describe before going outdoors."
ODM-CPT-9	LD/ED	"On their individual maps or models, have children use small cars to show safe rules and dangers."
	LD/LA	"As a part of responsibility of the driving student, show the necessity of parking with emergency brake on in driveway, of backing out slowly to avoid accidents with children playing or equipment left in driveway."
	Pre-School	"Stress that driveways are for automobiles and increase awareness of potential danger."
	TMR/EMR/HI	"Use map or model prior to going outdoors."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ODM-CPT-10	LD/ED	"Again, on their model, intersections can be made with popsicle sticks. Also, this activity could be a homework assignment."
	3-4 LD	"Introduce the activities mentioned - then follow-up with activities in map skill books, worksheets, and field trips, and models as indicated in ODM-INT-2."
	EMR/TMR	"Create a model intersection in classroom with each student contributing an item they would find using miscellaneous supplies to create things such as traffic lights, stop signs, street name signs, etc."
	3-4 LD	"Good activities listed. A follow-up worksheet would be good reinforcement. Also, these items should be included in the field trip and/or model suggested in ODM-INT-2 and ODM-CPT-7."
ODM-CPT-11	3-4 LD	"Activity No. 1 too easy; No. 2 would be good, however, having student identify the neighborhood "vocabulary" through a game or learning center activity - have neighborhood "word cards" made and have student place them on the correct location."
	LD/ED	"Good activity - LD children many times like to draw or cut out pictures - find no failure with this project, although this project assumed a middle class environment - how about apartment buildings, etc."
	SMR	"For higher level functioning SMR's, use two pictures at a time. Ask students to "look at"/"point to" item asked for. Work up to several pictures. Also, use communication braids where appropriate."
ODM-CON-12	3-4 LD	"Good activity - suggest expanding it for LD children - 2 and 3 step directions - verbal good for them to follow."
	LD/ED	"Great idea - they will love it. Also, write directions on cards, too. Closely monitor this - I can see them running crazy up and down the halls. Also, maybe have an end spot and a prize if they follow directions exactly; the reward is at the end of the route."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ODM-CON-12	Pre-School	"Show a real street sign to the students to indicate the parallel of corridor name signs."
ODM-CON-13	3-4 LD	"Good activities - suggest follow-up with student; verbally explain the trip from school to home or other possible "trips" using landmarks as guides.
	LD/ED	"Hard for LD students to always remember things, so take pictures of neighborhood and have on bulletin board."
	Pre-School	"Show the altered appearance of the landmarks in different seasons."
ODM-CON-14 & 14A	TMR	"Very good - can have them color this - may highlight and enjoy more."
	LA/LD	"Following this activity, relate information to a city stre[illegible] map to show application."
	Pre-School	"Following this activity, design a building block mock-up of the area and allow students hands-on familiarity with landmarks, streets, etc."
ODM-CON-15	LD/ED	"Introduce word "legend" - look up in dictionary. Have atlases and look at symbols in different legends."
	LA/LD	"Relate landmark placement to that found on a real city map, i.e., City Hall, Philadelphia, using suggestions noted on previous activity, ODM-CON-14/14A."
	Pre-School	"Locate landmarks on map using hands-on suggestion made on previous activity."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ODM-CON-17	LA/LD	"Have a student provide an actual stop sign for illustration; one undoubtably will have one."
	Pre-School	"Indicate that child should stop, also, red indicates danger."
ODM-CON-18	LA/LD	"Show also international pictorial signs used in lieu of language."
	Pre-School	"Show also international pictorial signs used in lieu of language."
ODM-CON-19	Pre-School	"Have student act out (mimic) the meaning of each sign. Use group activity to indicate consequences of not obeying signs."
ODM-CON-20	3-4 LD	"Good activities - follow-up worksheet needed."
ODM-CON-21	Pre-School	"Use felt board with proper color and shape characters to duplicate signs. Review meanings."
ODM-CON-22	LD/ED	"Match with number beside each sign instead of drawing lines."
	3-4 LD	"Good activity - possible reinforcement with a learning center game of matching signs with meanings."
	Pre-School	"Use felt characters on board to match sign with its meaning, i.e., train for RR crossing."
ODM-CON-23	LD/ED	"Great activity - just make sure supervision is direct."
	LA/LD	"Trace a route on an actual city street map."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ODM-CON-23	Pre-School	"Applicable - also, use toy car on building block mock-up as mentioned in activity ODM-CON-14/14A."
ODM-CON-24	Pre-School	"Applicable - mention also "square" as equivalent to "block" - just different terminology."
	LD/ED	"Excellent - you incorporate the concept of block with the children physically demonstrating the concept. LD children often require multiple modalities to acquire a concept."
ODM-CON-25	LD/ED	"Fantastic, but also have directions written to incorporate reading."
	3-4 LD	"Good activity - could be included in a worksheet or an independent activity in a learning center."
	LD/ED	"Good, but may also use pictures of both areas. Go over meaning of word "residential" - write on board, look up in dictionary, discuss meaning."
ODM-CON-27	LD/ED	"Also, include meaning of a "flashing red light" and "flashing yellow light."
	LA/LD	"Too basic; review may be suggested on amber light meaning, however."
	Pre-School	"Use an object to illustrate, if possible. Pass around circles of appropriate color to students."
ODM-CON-29	LD/ED	"Have them copy in book, recite orally - may not be appropriate for older children - too babyish."
	LA/LD	"Put words to rock music."
	Pre-School	"Appropriate."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
ODM-CON-31	LD/ED	"I don't think you could pull these ideas out without some representation of a picture or by going to the business area."
ODM-CON-32	LD/ED	"No. 2 - takes time to draw the map on the blackboard each time. Use an overhead projector slide so that you can have it ready quickly and use time after time."
	3-4 LD	"Good activity - possible use with independent study."
ODM-CON-33	3-4 LD	"Good activity - possible use with independent study."
ODM-CON-34	LD	"In addition to these activities, some very good films are available on safety and outdoor mobility which could be used as a culminating activity. Also, remember when discussing landmarks, children may not be from same locale, so specific names of stores and banks may not be generalizeable to all children."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
TRC-INT-1	PH	"Good - this leaves room for discussion of vans, ramps, and accessibility/inaccessibility. No. 4 - besides pictures, have students write about modes of transportation."
	LA/BI	"How to buy airline, train, or bus tickets. Reduced rates for students. If you have time to travel or if you have a time limit."
	older LD and ED	"Include discussion of advantages and disadvantages of various modes of transportation."
TRC-INT-1	older LD and ED	"May have to be upgraded in level."
TRC-INT-3	PH	"Include prices of tickets as well as schedules for public transportation."
	VI	"Elaborate on meanings of fares and tickets."
TRC-INT-3	all LD and ED	"Actual bus experience ought to be provided, more than once, if possible."
	PH	"Include cost of fare and schedules."
TRC-BT-5	TMR	"Good, although may have to start out with only 1 card that matches each student's card, then proceed to flashing 2, then 3, etc."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
TRC-BT-5	older LD and ED	"Emphasize need to get correct bus...that choosing a number not exactly the required one will present problems."
		"For higher level children, using a map to chart a route and to establish which route is best to take for a given destination may make it clearer."
	VI	"Allow student as much time as necessary to identify the card; cut down on time as activity is repeated."
TRC-BT-7	all	"Recognition of coins and bills ought to be a pre-requisite."
TRC-BT-8	all	"Recognition of coins and bills ought to be a pre-requisite."
	VI	"Activity No. 2 - repeat this activity several times."
	PH	"Good - include making change from $1.00, $5.00, and $10.00 bills.
TRC-BT-9	all	"Actual experience should be included if at all possible, as all the familiarization and role-playing are not the same as the actual experience."
TRC-SCH-10	VI	"Use blackboard and student's integration schedule."
	older LD and ED	"Begin schedule reading at a higher level if indicated."
	PH	"Good idea! Make chart more elaborate."

SUGGESTED MODIFICATIONS OF OMNI ACTIVITIES

Activity No.	Exceptionality Needing Special Consideration	Suggested Activity Modifications
TRC-SCH-11	VI	"Use simplified version of sample schedule."
TRC-SCH-12	PH	"Good activity - with using telephone - student will need help with telephone."
TRC-SCH-13	VI	"Prepare sheets with only one direction on each - then combine directions."
TRC-SCH-14	VI	"Relate terms to "in" and "out."
	all	"Include "uptown" and "downtown" as well as inbound and outbound."
TRC-SCH-15	VI	"Simplify schedule. Provide several simplified schedules before introducing activity schedule."

APPENDIX D

Glossary

GLOSSARY

AUDITION

hearing; the process of relating to or experiencing through hearing

BLOCK

an area bordered by four streets

BODY IMAGE

a mental picture or conception of the physical parts of a person and their relationship to each other

CARDINAL DIRECTIONS

the four principle points of a compass: north, south, east and west

CLUE

any sound, odor, temperature, tactile, or visual stimulus that affects the sense and can readily be converted in determining one's position or a line of direction

CONCEPT

an idea or general notion about something - mental mapping of percepts

DISCRIMINATION

making or perceiving differences

ENVIRONMENT

one's surroundings

ENVIRONMENTAL AWARENESS

being alert to the clues and cues which may be found in the surrounding area

FAMILIARIZATION

the process of learning the placement, arrangement, and relationship within an area

FUNCTIONAL TRAVEL NEEDS

those travel skills and concepts necessary for safe, efficient, and independent travel in one's environment

GAIT

a manner or rate of walking

GRADIENT

the degree of rise or descent of a sloping surface

INDEPENDENT TRAVEL

the ability to move safely and purposefully through the environment by oneself

INTERSECTION

a place where two or more streets meet and/or cross

KINESTHETIC SENSE

sensory experience derived from human movement

LANDMARK

any familiar object, sound, odor, temperature, or tactual clue that is easily recognized and that has a known location in the environment

MOBILITY

the ability to move within one's environment

MOBILITY PROCESS

the knowledge and skills necessary for independent travel

NUMBERING SYSTEMS

a way of ordering objects in the environment, such as streets, rooms, or houses using numbers

OLFACTORY

relating to an experience through the sense of smell

ORIENTATION

the process of utilizing one's senses to establish one's position and relationship to all other significant objects in the environment

ORIENTATION AND MOBILITY SPECIALIST

any individual trained at a university or college to teach the handicapped to move independently, safely, and purposefully through the environment

PERCEPTIONS

information received through the senses

PUBLIC TRANSPORTATION

any mode of transportation requiring tickets or fares to be a passenger

RESIDUAL VISION

useful vision ranging from light perception to object perception which would be sufficient to enable the individual to recognize and discriminate objects visually

ROUTE

a course traveled or to be traveled in going from one place to another

SCANNING

systematic exploration of the environment through the use of one's senses

SENSORY TRAINING

learning to use the existing senses to the optimum

SPATIAL CONCEPTS

to understand the relationships of objects in the environment to oneself and to other objects

SOUND LOCALIZATION

to determine the exact bearing or the line of direction of the source of the sound

TACTUAL

related to or experienced through the sense of touch

TRACKING

using hearing or vision to follow the motion of an object

TRAVEL

to go from one place to another

APPENDIX E

Sample Forms

1. Individual Student Inventories

    a. Basic Skills
    b. OMNI Activities

2. Individual Student Profile

3. Data Collection Form

4. Mobility Referral Form

OMNI Orientation and Mobility for Needed Independence

INDIVIDUAL STUDENT INVENTORY

BASIC SKILLS

Student's Name: ______________________

Age at Evaluation: ______________________

Teacher's Name: ______________________

Date of Evaluation: ______________________

Directions:

The teacher should complete this inventory by circling either yes, no, or ? on the following inventory items. The teacher should utilize his/her immediate knowledge of the students' concept formations and/or abilities. A "Yes" response indicates that the student definitely possesses the specific skill or concept. A "No" response indicates that the student definitely does not possess that specific skill or concept. The teacher should circle "?" if she/he is unaware of the skill or concept attainment for any of the items on the inventory. This inventory should be completed in the fall and spring of each school year. This procedure will aid in monitoring student progress as well as providing information for the following year's teacher.

Project OMNI
INDIVIDUAL STUDENT INVENTORY
BASIC SKILLS

SKILLS AREA

I. SENSORY DEVELOPMENT

RESPONSE

AUDITORY

1. The student can recognize and identify simple animal sounds. Yes No ?
2. The student can recognize and identify common environmental sounds. Yes No ?
3. The student can repeat 3 - 5 words in sequence. Yes No ?
4. The student can point to a stationary sound source coming from each of 4 different directions (front, back, left, right). Yes No ?
5. The student can determine if sound is moving. Yes No ?
6. The student can trace a moving sound with his finger. Yes No ?
7. The student can turn and align his body so that a stationary sound source is to his front, back, and both sides. Yes No ?
8. The student can recognize emergency signals. Yes No ?
9. The student can determine if a given sound is loud or soft. Yes No ?
10. The student can determine if a sound source is near or far. Yes No ?
11. The student can discriminate among different types of emergency signals (police, fire). Yes No ?

Student's Name: ______________________

Date: ______________________

VISUAL

12. The student can visually locate a specific object in the classroom at 20 feet. Yes No ?

13. The student can visually identify 3 likenesses between 2 common objects in the classroom. Yes No ?

14. The student can visually identify 3 differences between 2 common objects in the classroom. Yes No ?

15. The student can visually determine if objects are moving or stationary. Yes No ?

16. The student can visually determine if objects are near or far. Yes No ?

TACTUAL/KINESTHETIC/OLFACTORY

17. The student can determine if one object is heavier or lighter than another. Yes No ?

18. The student can identify and describe tactile differences (hard/soft, rough/smooth). Yes No ?

19. The student can identify basic temperature differences such as hot, cold, or warm. Yes No ?

20. The student can perceive gradient changes (walking uphill or downhill). Yes No ?

21. The student can perceive different textures underfoot (carpet, tile, pavement, grass, et cetera). Yes No ?

22. The student can recognize the presence of an odor. Yes No ?

23. The student can identify a specific odor (perfume/someone smoking). Yes No ?

24. The student can discriminate between two odors (food cooking/something burning). Yes No ?

II. MOTOR DEVELOPMENT

1. The student can sit and stand when requested. Yes No ?

2. The student can kneel down and get up when requested. Yes No ?

3. The student can balance on one foot for 10 seconds. Yes No ?

Student's Name: ____________________

Date: ____________________

GROSS

4. The student can bend at waist from side to side. Yes No ?

5. The student can bend at waist forward and backward. Yes No ?

6. The student can walk a distance of 20 feet with head erect, shoulders square, without shuffling feet. Yes No ?

7. The student can walk a distance of 50 feet without losing balance to degree where bumping objects or falling is eminent. Yes No ?

8. The student can walk a distance of 50 feet without making annoying sounds or noises. Yes No ?

9. The student can move around obstacles without losing line of travel. Yes No ?

10. The student can alternate feet when ascending and descending stairs. Yes No ?

11. The student can push or pull an object. Yes No ?

FINE

12. The student can cut out a bold-line circle with accuracy. Yes No ?

13. The student can pick up coins from a table and put them in a change purse or pocket. Yes No ?

III. CONCEPT DEVELOPMENT

BODY AWARENESS

1. The student can locate simple body parts such as head, legs, arms, and hands. Yes No ?

2. The student can locate complex body parts such as elbow, wrist, and ankle. Yes No ?

3. The student can correctly identify appropriate body parts in terms of left or right. Yes No ?

4. The student can identify body parts in terms of front and back. Yes No ?

562

Student's Name: ____________________

Date: ____________________

CLASSIFICATION-SEQUENCING

5. The student can demonstrate an understanding of descriptive terms such as wet or dry. Yes No ?

6. The student can identify the five label colors related to signs and symbols (red, yellow, black, white, and green). Yes No ?

7. The student can match and sort objects into groups by size, shape, and color. Yes No ?

8. The student can sequence 3 or more objects according to size and weight. Yes No ?

TIME/DISTANCE

9. The student can tell time to the hour. Yes No ?

10. The student can discriminate between morning and afternoon. Yes No ?

11. The student can estimate distances in terms of near and far. Yes No ?

12. The student can understand the meaning of late/on time/early. Yes

IV. COMMUNICATION

RECEPTIVE - EXPRESSIVE

1. The student can verbalize or show identification, which includes name, address, phone number, and school, when requested. Yes No ?

2. The student can print his name, address, and phone number. Yes No ?

3. The student can sign his full name (signature). Yes No ?

4. The student can appropriately use "please", "thank you", "excuse me", and "Will you help me please?" Yes No ?

5. The student can recognize his first and last name when spoken by another. Yes No ?

6. The student can recognize his full name when seen in print. Yes No ?

7. The student can recognize his complete address when seen in print. Yes No ?

8. The student can recognize his phone number when seen in print. Yes No ?

Student's Name: ____________________

Date: ____________________

9. The student can respond to a simple request only when repeated. Yes No ?

10. The student can respond to a simple request. Yes No ?

11. The student can respond to a sequence of requests involving more than 3 steps. Yes No ?

12. The student can remember to respond to verbal directions to be carried out after a time lapse of 10 minutes. Yes No ?

13. The student can reply to conversational questions appropriately. Yes No ?

14. The student can independently follow two or more directions when given to a group. Yes No ?

15. The student can independently follow two or more directions when given individually. Yes No ?

16. The student can identify sirens as an emergency or warning signal. Yes No ?

17. The student can recognize flashing lights as an emergency or warning signal. Yes No ?

18. The student can recognize the following words or symbols as signs of warning: DO NOT ENTER, DON'T WALK, DANGER. Yes No ?

SIGNS AND SYMBOLS

19. The student can understand functional signs found indoors such as EXIT, OPEN, CLOSED, RESTROOMS, ENTRANCE. Yes No ?

20. The student can understand functional signs found outdoors such as BUS STOP, STOP, GO, SCHOOL CROSSING, DANGER. Yes No ?

21. The student can count from 1 to 10. Yes No ?

22. The student can identify number symbols one to ten. Yes No ?

23. The student can sequence numbers 1 to 10. Yes No ?

24. The student can count and read numbers 1 to 100. Yes No ?

25. The student can identify a penny, nickel, dime, quarter, and half-dollar. Yes No ?

Student's Name: ____________________

Date: ____________________

26. The student can identify a one-, five-, ten-, and twenty-dollar bill. Yes No ?

27. The student can count the value of coins up to one dollar. Yes No ?

28. The student can count currency up to ten dollars using ones, fives, or tens. Yes No ?

29. The student can successfully utilize the above skills to independently make a purchase in public. Yes No ?

30. The student can determine if change received is correct. Yes No ?

31. The student looks at speaker when spoken to. Yes No ?

32. The student can appropriately answer a telephone. Yes No ?

33. The student can touch dial a specific number (7 digit). Yes No ?

34. The student can manually dial a specific number (7 digit). Yes No ?

35. The student can independently place a call. Yes No ?

36. The student can independently take a simple message, i.e., to return call. Yes No ?

37. The student can independently deliver a message. Yes No ?

TELEPHONE

38. The student is aware an operator is available for assistance. Yes No ?

39. The student can appropriately interact with an operator to obtain a number. Yes No ?

40. The student can utilize the number given by the operator. Yes No ?

41. The student can utilize the white pages to find a specific number. Yes No ?

42. The student can utilize the yellow pages to find a specific number. Yes No ?

43. The student is aware special numbers exist for emergencies. Yes No ?

44. The student can locate the appropriate emergency number for police and fire. Yes No ?

Student's Name: ____________________

Date: ____________________

45. The student can functionally place a call from a pay phone. Yes No ?

46. The student can make an operator-assisted long-distance call. Yes No ?

47. The student can dial (or touch) long-distance direct. Yes No ?

V. SPATIAL CONCEPTS

POSITIONAL RELATIONSHIPS OF BODY PARTS

1. The student can touch the center of his face. Yes No ?

2. The student can touch the part of his body nearest to his toes. Yes No ?

3. The student can touch his nose with the middle finger of his hand. Yes No ?

4. The student can touch the finger that is farthest away from his left thumb. Yes No ?

5. The student can touch a part of his body that is above his neck. Yes No ?

6. The student can touch the part of his body that is farthest away from his toes. Yes No ?

7. The student can touch a part of his body that is between his elbow and shoulder. Yes No ?

8. The student can touch the upper part of his back. Yes No ?

9. The student can touch the finger that is next to his right thumb. Yes No ?

10. The student can put his hand in front of his face. Yes No ?

11. The student can make his heels higher than his toes. Yes No ?

12. The student can put his hand behind his leg. Yes No ?

13. The student can put his feet above his hands. Yes No ?

14. The student can put his hand over his head. Yes No ?

Student's Name: ____________________

Date: ____________________

MOVEMENT OF BODY PARTS TO SHOW POSITIONAL RELATIONSHIP

15. The student can move his head near his legs. Yes No ?
16. The student can move his hands so his head is centered between them. Yes No ?
17. The student can put his right foot in back of his left foot. Yes No ?
18. The student can make his head lower than his hands. Yes No ?
19. The student can move his hands toward the middle of his body. Yes No ?
20. The student can put his hand beside his ear. Yes No ?
21. The student can move his hands so he is facing them. Yes No ?
22. The student can put his hands under his knees. Yes No ?
23. The student can put his hands underneath his chin. Yes No ?

BODY MOVEMENT IN RELATION TO OTHER OBJECTS

24. The student can put himself in front of the chair. Yes No ?
25. The student can put himself on top of the seat of the chair. Yes No ?
26. The student can put a box over his head. Yes No ?
27. The student can put himself to the left of the chair. Yes No ?
28. The student can put the chair behind him. Yes No ?
29. The student can move so I am in back of him. Yes No ?
30. The student can move himself so the chair is below him. Yes No ?
31. The student can move so I am on his right. Yes No ?
32. The student can put the chair so it is on his left. Yes No ?
33. The student can put himself between a table and chair. Yes No ?
34. The student can move so he is beside me. Yes No ?
35. The student can put himself under the table. Yes No ?

Student's Name: ____________________

Date: ____________________

Page 8 of 10

OBJECT MANIPULATION
TO DEMONSTRATE POSITIONAL CONCEPTS
(use box, pencil, block, and ball)

36. The student can put his hand on the center of the table. Yes No ?

37. The student can move the chair so it is farther away from him than the table. Yes No ?

38. The student can move the chair or himself so the chair is nearer to him than the table. Yes No ?

39. The student can move himself so he is in the middle of the table and chair. Yes No ?

40. The student can make himself lower than the box. Yes No ?

41. The student can put the box in front of the pencil. Yes No ?

42. The student can put the pencil in back of the box. Yes No ?

43. The student can put the pencil behind the ball. Yes No ?

44. The student can put the pencil to the left of the block. Yes No ?

45. The student can put the box to the right of the ball. Yes No ?

46. The student can put the ball on top of the box. Yes No ?

47. The student can put the pencil above the ball. Yes No ?

48. The student can put the pencil under the box and ball. Yes No ?

49. The student can put the pencil between the box and ball. Yes No ?

50. The student can put the ball to the right of the pencil and box. Yes No ?

51. The student can put the ball on the center of the table-top. Yes No ?

52. The student can put the pencil close to the ball and box and far away from the ball. Yes No ?

53. The student can put the pencil beside the box. Yes No ?

54. The student can make the ball lower than the pencil. Yes No ?

55. The student can put the pencil over the box. Yes No ?

Student's Name: ____________________

Date: ____________________

56. The student can put the block in the middle of the pencil and ball. Yes No ?

57. The student can put the box far away from the pencil and the ball next to the pencil. Yes No ?

58. The student can put the box to the left of the ball and pencil. Yes No ?

Student's Name: ____________________

Date: ____________________

OMNI Orientation and Mobility for Needed Independence

INDIVIDUAL STUDENT INVENTORY

OMNI ACTIVITIES

Student's Name: ____________________

Age at Evaluation: ____________________

Teacher's Name: ____________________

Date of Evaluation: ____________________

Directions:

The teacher should complete this inventory by circling either yes, no, or ? on the following inventory items. The teacher should utilize his/her immediate knowledge of the students' concept formations and/or abilities. A "Yes" response indicates that the student definitely possesses the specific skill or concept. A "No" response indicates that the student definitely does not possess that specific skill or concept. The teacher should circle "?" if she/he is unaware of the skill or concept attainment for any of the items on the inventory. This inventory should be completed in the fall and spring of each school year. This procedure will aid in monitoring student progress as well as providing information for the following year's teacher.

Project OMNI
INDIVIDUAL STUDENT INVENTORY
OMNI ACTIVITIES

MODULE II - INDOOR MOBILITY

	RESPONSE
A. LANDMARKS	
1. Student understands the meaning and purpose of landmarks.	Yes No ?
2. Student demonstrates the ability to identify landmarks.	Yes No ?
3. Student demonstrates a functional use of landmarks.	Yes No ?
B. STRAIGHT LINE	
4. Student understands the concept of straight.	Yes No ?
5. Student demonstrates the ability to maintain a straight line of travel.	Yes No ?
6. Student demonstrates the ability to travel a straight line route to an objective.	Yes No ?
7. Student demonstrates the ability to travel a straight line route to an objective and reverse that route independently.	Yes No ?
C. INTERSECTIONS	
8. Student demonstrates the ability to recognize intersecting hallways (+, T).	Yes No ?
9. Student understands the purpose of intersecting hallways.	Yes No ?
10. Student demonstrates a functional use of intersecting hallways.	Yes No ?

Student's Name: ____________________

Date: ____________________

Page 1 of 5

D. ONE TURN

11. Student understands the concept of turning his or her body in a specific direction. Yes No ?

12. Student can functionally turn his body to initiate movement in a different line of travel. Yes No ?

13. Student can travel a route to an objective involving one turn. Yes No ?

14. Student can travel a route to an objective involving one turn and reverse that route. Yes No ?

15. Student can functionally utilize landmarks to travel a route with one turn and reverse that route independently. Yes No ?

E. TWO TURNS

16. Student can travel a route to an objective involving two turns in the same direction. Yes No ?

17. Student can travel a route to an objective involving two turns in opposite directions. Yes No ?

18. Student can travel a route to an objective involving two turns and reverse that route. Yes No ?

19. Student can follow directions for a route to an objective involving two turns and reverse that route. Yes No ?

20. Student can functionally utilize landmarks to travel a route to a specific objective involving two turns and reverse that route independently. Yes No ?

F. TWO TURNS - PLUS

21. Student can travel a route to an objective involving more than two turns. Yes No ?

22. Student can travel a route to an objective involving more than two turns and reverse that route. Yes No ?

Student's Name: ____________________

Date: ____________________

23. Student can follow directions for a route to an objective involving more than two turns and reverse that route. Yes No ?

24. Student can functionally use landmarks to travel a route to a specific objective involving more than two turns and reverse that route. Yes No ?

G. ALTERNATE ROUTES

25. Student understands the importance of planning his own routes. Yes No ?

26. Student understands the importance of being able to plan an alternate route to a specific objective. Yes No ?

27. The student is able to identify the most appropriate route by which to travel to a specific objective. Yes No ?

28. The student can plan at least one route to a specific objective. Yes No ?

29. The student can plan at least one alternate route to a specific objective. Yes No ?

30. Student can functionally travel a specific route which he or she has planned. Yes No ?

H. CARDINAL DIRECTIONS

31. Student understands the meaning and purpose of cardinal directions. Yes No ?

32. Student understands the relationship of cardinal directions to each other. Yes No ?

33. Student understands the relationship of cardinal directions to objects. Yes No ?

34. Student can locate objects using cardinal directions. Yes No ?

35. Student can travel a route to a specific objective using cardinal directions. Yes No ?

36. Student can travel a route to a specific objective using cardinal directions and reverse the route independently. Yes No ?

Student's Name: ____________________

Date: ____________________

MODULE III - OUTDOOR MOBILITY

1. Student is familiar with things found in a neighborhood. Yes No ?
2. Student understands the meaning and purpose of streets. Yes No ?
3. Student can describe a corner using terms such as curbs, sidewalk, and streets accurately. Yes No ?
4. Student understands the meaning and purpose of curbs and curb-cuts. Yes No ?
5. Student understands the meaning of a crosswalk and its purpose. Yes No ?
6. Student understands the meaning of a driveway and its purpose. Yes No ?
7. Student can accurately describe an intersection. Yes No ?
8. Student can identify landmarks in a residential neighborhood. Yes No ?
9. Student is aware of the safety procedures for crossing a driveway. Yes No ?
10. Student understands where street sign names are located and can correctly identify corresponding streets. Yes No ?
11. Student can identify relevant regulatory signs such as WALK, DON'T WALK, ONE WAY, NO PEDXING, and DO NOT ENTER. Yes No ?
12. Student understands the meaning of regulatory signs. Yes No ?
13. Student can identify relevant warning signs such as SCHOOL CROSSING and RAILROAD CROSSING. Yes No ?
14. Student understands traffic flow on one-way streets. Yes No ?
15. Student understands traffic flow on two-way streets. Yes No ?
16. Student understands the meaning of a block pattern. Yes No ?
17. Student understands the differences between a residential area and a business area. Yes No ?
18. Student understands the components of a traffic light. Yes No ?

Student's Name: ____________________

Date: ____________________

19. Student understands the function of a traffic light. Yes No ?

20. Student can utilize a map to locate specific objectives in an outdoor environment. Yes No ?

MODULE IV - TRANSPORTATION CONCEPTS

1. Student can identify a bus and train. Yes No ?

2. Student can correctly identify a bus by a specific name or number. Yes No ?

3. Student is aware of locations to catch a bus (bus stops or corners). Yes No ?

4. Student understands the concept of fares and can utilize exact change or token. Yes No ?

5. Student can purchase tickets. Yes No ?

6. Student understands the concept of a schedule and knows its purpose. Yes No ?

7. Student can functionally utilize schedules. Yes No ?

Student's Name: ____________________

Date: ____________________

Project omni

INDIVIDUAL STUDENT PROFILE
PREREQUISITE SKILLS

Student Name ______________________________

Age _____________

Teacher Name ______________________________

Date _____________

Directions: Upon completion of the Individual Student Inventory, utilize this profile to record your responses. Shade each of the numbered items to which you indicated a 'yes' response on the ISI. Continue to use this profile to monitor student progress by 'shading in' items achieved in an alternate color.

PROJECT
OMNI

INDIVIDUAL STUDENT PROFILE

Basic Skills

Student Name ______________________________

Sensory Development

Auditory

1	2	3	4	5	6	7	8	9	10	11

Visual

12	13	14	15	16

Tac/Kin/Olf

17	18	19	20	21	22	23	24

____/____ ____%

____/____ ____%

Motor Development

Gross Motor

1	2	3	4	5	6	7	8	9	10

Fine Motor

11	12	13

____/____ ____%

____/____ ____%

Concept Development

Body Awareness

1	2	3	4

Classification/ Sequence

5	6	7	8

Time/Dist.

9	10	11	12

____/____ ____%

____/____ ____%

Communication

Language

1 thru 15

Signs/Symbols

16 thru 31

Telephone

32 thru 47

____/____ ____%

____/____ ____%

Spatial Concepts

Positional Relationships

1 thru 9

Body Part Movement

10 thru 23

Body Part Movement in Relation to Objects

24 thru 40

Object to Object Manipulation

41 thru 58

____/____ ____%

____/____ ____%

INDIVIDUAL STUDENT PROFILE
OMNI ACTIVITIES

MODULE

Efficiency Level

Indoor Mobility	Low	Medium
Landmarks	1	2 3
Straight Line	4 5 6	7
Intersections	8	9 10
One Turn	11 12	13 14 15
Two Turns		16 17 18 19 20
Two Plus		21 22 23 24
Alternate Routes	25	26 27 28 29 30
Cardinal Directions		31 32 33 34 35 36

Low — Medium — High

Outdoor Mobility	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Transportation Concepts	1	2	3	4	5	6	7

Inventory No.	Activity No.	Related Activity No.	Map
INDOOR MOBILITY			
Landmarks			
1	1, 2, 3		
2	4, 5, 6, 7, 8, 9, 10	18	6, 9
3	11	20, 22, 24, 40, 44, 45	22
Straight Line			
4	12, 13		
5	14, 15, 16		
6	17, 18, 21, 22		18, 22
7	19, 20, 23, 24		19, 23
Intersections			
8	15, 26, 27	23 25	29
9	28, 29		
10	30		
One Turn			
11	31, 32, 35		
12	31, 32, 33, 34		
13	36, 37, 38, 41, 42	LM-6	38, 42
14	39, 43	RSL-18	39, 43
15	40, 44		
Two Turns			
16	46, 47, 48, 51, 52, 53	LM-6	48, 53
17	56, 57, 58, 62, 63	LM-9	58, 63
18	49, 50, 54, 59, 61, 64		49, 54, 59, 64
19	55, 60, 65		
20	60, 61, 65		
Two Turns Plus			
21	66, 67, 68, 71		68, 73
22	69, 74		69, 74
23	70, 75		
24	70, 75		
Alternate Routes			
25	76	LM-6	76
26	76, 77, 79	LM-6	76, 79
27	76, 77, 78, 79, 80		
28	78, 80, 81, 82, 83	LM-9	83
29	78, 79, 80, 81, 82, 83	LM-9	79, 80, 83
30	78, 79, 80, 81, 82, 83	LM-9	79, 80, 83
Cardinal Directions			
31	84, 85		
32	86, 87, 89, 90, 91, 97	RCD-84, 85, 86, LM-6, 9	90, 97
33	88, 92, 93, 95		
34	94, 100		
35	96, 99		99
36	98		
OUTDOOR MOBILITY			
1	1, 2, 3		
2	4		
3	5, 6, 7		
4	6		
5	8		
6	9		
7	10, 14		
8	11, 12, 13		
9	9, 16		
10	14, 14A		
11	18		
12	19		
13	20, 21, 22		
14	23		
15	23		
16	24		
17	26		
18	26, 28		
19	29		
20	30, 31, 32, 33		
Transportation Concepts			
1	1, 2, 3		
2	5, 6		
3	7, 9		
4	7		
5	8		
6	10, 11, 12, 13, 14		
7	15		

OMNI
Orientation and Mobility for Needed Independence

TEACHER DATA COLLECTION FORM

Activity #	Date Taught	Lesson Length	Group or Individual	Apapted	Comments

Orientation and Mobility for Needed Independence

NTGOMERY COUNTY INTERMEDIATE UNIT 1605 B West Main Street, Norristown, PA 19403 (215)539-8550

MOBILITY REFERRAL FORM

PERTINENT DATA:

Person making Referral: ____________________ Date: __________

Student's Name: ____________________ Age: __________

District: ____________________ School: __________

Regular Teacher: ____________________ Phone: __________

Parents Name: ____________________ Phone: __________

Address: ____

1. Please describe handicapping condition:

____

____

____

2. What do you perceive as being the specific mobility needs prompting the referral of this student?

____

____

____

3. Which of the following services do you feel may be directly related to this student's immediate needs?

_____ individual mobility training

_____ route planning and travel

_____ use of public transportation

_____ orientation to work-site

_____ orientation to unfamiliar environment (home, school, community)

_____ consultation with classroom teacher

_____ consultation with parents

APPENDIX F

Mobility Suggestions and Considerations for Parents

MOBILITY
SUGGESTIONS AND CONSIDERATIONS
FOR
PARENTS

Montgomery County Intermediate Unit #23

Special Education Division

PL 89-313 Project ARC

Orientation and Mobility Services

Written & Compiled by: Harold E. Hoff, Jr.
Program Support Specialist

Project Director : Ben H. Williams

INTRODUCTION

Dear Parent:

This material was developed in an effort to provide parents with a means of becoming familiar with ways of providing some of the prerequisite skills that are necessary to achieve the ultimate goal of enabling the handicapped students with which we work to be able to travel safely and independently.

It is the hope and intention of the mobility staff that this material will help you provide these experiences for your children so that later sequential development is accomplished more easily.

Sincerely,

Harold E. Hoff Jr.

Harold E. Hoff, Jr.
Program Support Specialist
Project ARC (ARC-3)

Ben H. Williams
Project Director
Project ARC (ARC-3)

I FUNCTIONAL VOCABULARY LISTS

For your child to be able to travel safely and independently in public, he or she should have the use of a basic functional vocabulary. The following functional vocabulary list can be divided into various forms of communication: receptive language, expressive language, and reading. The use of these forms of communication will aid in your child's safe and efficient travel.

Also included is a list of suggested symbols, such as flashing lights and sirens.

An additional list of suggested terms for reading and comprehension is also included. Depending on your child's ability and knowledge of these words, his ability to travel for leisure activities on a variety of routes through his environment would increase.

In receptive communication, your child is introduced to the terms that pertain to traveling techniques. This group includes terminology that your child is likely to encounter using various modes of transportation. It is not imperative that your child use these terms in his everyday speech, but he should be able to understand and comprehend the meaning. Many children, for example, may perform well on a picture vocabulary test, but would not be able to use this vocabulary in their expressive language.

Expressive communication may be the easiest list for the child because there are a minimum number of terms or phrases to be learned when traveling. Your child may have already acquired this skill and only need encouragement and reinforcement. Eventually, these skills could be expanded to asking directions, giving information, and talking about travel experiences.

1. Basic Functional Reading Vocabulary

   - stop
   - do not enter
   - men
   - women
   - walk
   - don't walk
   - danger
   - no trespassing

2. Additional Functional Reading Vocabulary

   - in
   - out
   - stairs
   - rest room
   - lounge
   - ladies
   - gentlemen
   - left
   - right
   - north
   - east
   - south
   - west
   - exit
   - entrance
   - wet paint
   - caution
   - go

3. Recognition-Visual/Auditory

   a. Money

   - penny
   - nickel
   - dime
   - quarter
   - half dollar
   - dollar
   - change
   - token
   - coins

   b. Time

   - minute
   - half-hour
   - quarter-past
   - quarter-to
   - ---thirty
   - hour
   - morning
   - noon
   - afternoon
   - evening
   - night

   c. Weather

   - rain
   - snow
   - sunny
   - hot
   - cold
   - cool
   - warm
   - temperature

4. Auditory and Visual Reception

fare
exact fare
transfer
punch
push
pull
level
handle
buzzer
cord
information
directions
next
straight
turn
block
street
drive
road
avenue
alley
corner
expressway
intersection
bridge
bus stop
bus
bus driver
train
airplane
turnstyle
escalator
elevator
fare box
traffic signal
policeman
postman
pedestrian
ambulance
specific street names
shopping center
grocery store
department store
park
terminal

5. Visual Recognition Interpreting Symbols

flashing lights
green lights
stop sign
curb
siren
yellow lights
cross walk
railroad crossing
red lights
sidewalk

6. Expressive Vocabulary

"Transfer, please"
"Return, please"
"Out, please"
"Excuse me"
"Do you go to...?"

II THE HOUSE (THE FIRST CLASSROOM)

As parents, you are the first and most important teacher your child will ever have. Take advantage of the unique opportunities you have to allow your child to explore and discover his immediate environment. By providing these first-hand experiences, your child will develop conceptually in the most natural way possible--being there.

Many homes provide an excellent environment for developing basic travel concepts. Specific and alternate routes through the home can be planned, and at every possible opportunity, the child should be allowed to "think for himself"; that is, to solve his own problems and make decisions, however simple.

There often appears to be a natural fear associated with stairs and handicapped children. Most homes have stairs, as do most places outside the home. With a little care, the child can develop important physical skills necessary for independent travel, as well as develop the self-confidence necessary for this task and future ones.

Safety skills are probably the most important on-going skills necessary for independent travel. The home can provide an excellent environment for laying the foundation for learning good safety travel habits.

III NEIGHBORHOOD MOBILITY

This aspect of training can best be reinforced by the parents. They are familiar with the names of people and businesses in their community and can reinforce pedestrian skills as they are kept abreast of their child's training in school.

After a student has demonstrated safe pedestrian skills in trips around the school community, it is advisable to expand his area of training to his home community. The major objective should be to enable the child to find a particular place in his neighborhood and increase his motivation to participate in outside activities.

Try to have your child:

1. recognize enough landmarks in the child's home neighborhood to enable him to be mobile and remain oriented
2. recognize safety aids and practice safe habits
3. learn the proper way to cross streets, both on side streets and busy streets
4. learn to recognize people and places to aid him in an emergency

Suggested Activities

1. Drive through the area, pointing out landmarks. Landmarks are any familiar object, sound, odor, or tactual clue that is easily recognized and has a known location in the environment, i.e, tall buildings, flag poles, et cetera. Also point out significant people such as policemen or mailmen. After having driven through the neighborhood, walk through and discuss again the places and people viewed. Check the child on his orientation and reinforce his pedestrian skills on a one-to-one basis. Locate your house and walk to those places closest to home, such as the gasoline station, church, et cetera.

2. Stand outside your home on the sidewalk. Closely look at your house and have your child describe particular characteristics of his own home. Explain color, stories, porch, size of lot, et cetera. Point to the numbers on the house and identify them. Check the other homes near yours to point out the differences.

3. Take a picture of your house. Take a close-up of the house number. Take a picture of the street sign on your street. Begin an individual notebook with a picture of your home on the front cover with your address printed below. Expand this idea to include your complete address as your child advances in skill. Flash cards can be made for the names of nearby streets, stores, gas stations, et cetera, to be included in his notebook. Paste each flash card on a single page and gradually add more as the child becomes familiar with more places and names.

4. Repeat the trips around the neighborhood, locating one or two places each time. Be sure to have your child use directions as he goes along the way. If mistakes are made or confusion exists, give examples of what you want, such as, "Turn left at the next light." Have your child go back over the territory covered and follow those directions.

5. Find as many uniformed workers in the neighborhood that will respond to any emergency your child may encounter. introduce him to them if it seems appropriate. Discuss the role of the worker and how he can help your child. During the neighborhood lesson, you may pretend you are both lost, go to the nearest uniformed worker, and tell him the problem. Ask for help to find your way home. Do this as often as necessary.

6. Discuss the possibility of not getting help from a worker in uniform and what other possibilities there might be in that neighborhood to secure help. Have your child carry dimes and locate telephones in the neighborhood. Practice putting the dime in the correct slot and dialing operation for his home or school. Practice talking into the phone. Parents, teachers, or friends may cooperate by receiving a prearranged call.

Training for Emergency

Although any program in orientation and mobility emphasizes a progression through higher skills until your child has become an independent traveler, there is still the possibility that he may get lost or confused and must possess the knowledge of how to obtain assistance or solicit aid. One means of getting assistance is the phone. Another avenue is requesting the aid of community helpers, such as policemen, firemen, bus drivers, mailmen, or security guards.

Additional Suggestions

1. Expose your child to a push button phone unit to show the difference between dial and push button.
2. Make arrangements to have your child call his home or the school using a coin phone, recognizing the coins needed.
3. Have the child recognize the difference between dial tone and busy signal.
4. Demonstrate how the operator may be reached if they do not have the proper coins or have difficulty reaching a number.
5. Have your child prepare a personal directory so he can call friends in the evening and further practice his skills.
6. Obtain a mobility identification card showing home and school address and numbers that they may show to anyone giving the assistance.
7. Discuss appropriate use of identification, i.e., not showing this information to just anyone without specific reasons.

IV PUBLIC TRANSPORTATION

As previously stated, the purpose for this list of suggestions is to enlighten and prepare you, the parent, for providing the necessary background and experience for your child so that later sequential development is accomplished more easily.

It is entirely conceivable that the successful utilization of public transportation is within the ability of your child to master. This possibility creates endless opportunities for your child to function as independently as possible in today's ever-widening society.

A major difficulty for the mobility specialist in accomplishing this task is the lack of concepts some students display when exposed to public transportation. Some students have never been on a bus or train. Consequently, they have no knowledge of appropriate behavior, fare boxes, buzzer cords, appropriate seating, et cetera.

These conceptual deficits, combined with the new and totally frightening bombardment of information, noise, and visual distractions, make teaching the utilization of public transportation difficult and slow.

The parent can contribute greatly by exposing the child to different forms of public transportation by accompanying the child on Saturday afternoon trips by bus, train, taxi, et cetera. These first-hand experiences can help build the necessary concepts and confidence for future success when receiving formal instruction with a mobility specialist.

Suggestions for an Actual Bus Experience

At first, it will be important just to have your child be on the bus. Your child will then have an opportunity to get used to the people and various distractions associated with this experience. You will supply the model for appropriate behavior. Later, certain functional words, such as "exit", "entrance", "fare", "push", et cetera (see list), could be introduced.

Next, point out certain apparatus and explain their use, i.e., fare box, buzzer cord, hand rails on seats, overhead, and near exit door.

Later, as you and your child make these trips together, a simple sequence of skills to observe would be:

a. Wait orderly at curb, until doors are opened.

b. Step upon bus, using hand rails while boarding.

c. Have correct change ready to deposit in fare box.

d. Deposit fare.

e. Wait for transfer (if required).

f. Find seat quickly as possible, preferably near window so that route is visable, or sit near driver. If no seats are available, grasp support pole, overhead or on seats, standing in the aisle.

g. Talk to your child about watching carefully for the destination, landmarks, or listen carefully for the bus driver to announce stops.

h. When nearing destination point, have your child pull the buzzer before stop.

i. Use proper manners: "Excuse me", "Pardon me", et cetera.

j. Wait for bus to completely stop; make exit quickly and safely.

Remember, first-hand experiences are all important. Your child should have the experiences that other children have for their age levels. The mobility specialist cannot do this job as well as the parents. He cannot turn back the clock and teach basic concepts. He cannot instill the confidence and healthy attitude toward independent travel that the parents can do during those important formative years.